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ABSTRACT

This publication is a curriculum guide designed to assist local educators in planning and implementing instructional programs for Office of Education Code 04.01, Advertising Services, a subcluster within the marketing and distribution cluster. The curricular guide is divided into two major sections. The first section contains information for the local educator concerning how to use the guide, sources of information about advertising careers, sources of instructional resources, and general teaching suggestions. In addition, a general description of careers in advertising services is provided along with career levels identified by advertising practitioners. The second section contains validated competencies, suggested alternative learning activities, and referenced learning resources, organized into eleven instructional areas: advertising, communications, display, human relations, marketing/economics, management, mathematics, merchandising operations, product and/or service technology, and selling. (These areas are compatible with the organization used by Distributive Education Clubs of America for the competency-based competitive events program for both secondary and postsecondary students.) (Author/JH)

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ADVERTISING SERVICES

A SUGGESTED CURRICULUM GUIDE

Marketing and Distributive Education

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CE 022 428

FOREWORD

The Illinois Office of Education is pleased to make available "Advertising Services: A Suggested Curriculum Guide." This office is committed to assisting local communities in the development of quality instructional programs to prepare and upgrade persons for productive careers in marketing and distribution. Preliminary feasibility studies led to the identification of 15 occupational clusters for which curriculum guides have been developed or are in the planning and development stage. The areas include: Advertising Services, Clothing/Apparel and Accessories, Automotive-Petroleum, Marketing Services, Finance and Credit, Food Marketing, Food Service, General Retail Merchandising, Hardware-Building Materials, Farm and Garden, Home Furnishings, Industrial Materials Handling, Lodging-Recreation and Tourism, Small Business Management, Transportation and Warehousing, and Wholesaling.

For this guide, advertising personnel from 10 business firms in Illinois assisted in the analysis of tasks which covered experiences related to planning, development, placement or installation, and evaluation tasks performed in demand creation activities. These business representatives also provided input concerning (1) the various job levels, (2) the job requirements, and (3) major criterion used by management for promoting employees.

After organizing the competencies that were deemed essential or highly desirable into related categories, measurable objectives were written for each competency. Alternative learning activities requiring different modes of learning stimuli were devised for each competency. Finally, learning resources were identified and referenced to competencies and learning activities.

The curricular materials were field tested in four Illinois high school programs under direction of the following teacher-coordinators: Mr. Michael Baker, Glenbard North High School; Mr. Tom Ninnis, Belleville West High School; Mr. Gerald Cherichetti, Rockford West High School; and Ms. Paulette Paredes, Ridgewood High School.

Joseph M. Cronin

Joseph M. Cronin
State Superintendent of Education

ADVERTISING SERVICES

A SUGGESTED CURRICULUM GUIDE

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Instructional Areas	Number	Color
Advertising	1	Blue
Communications	2	Goldenrod
Display	3	Yellow
Human Relations	4	Buff
Marketing/Economics	5	Blue
Management	6	Green
Mathematics	7	White
Merchandising	8	Pink
Operations	9	Salmon
Product and/or Service Technology	10	Yellow
Selling	11	Green

ABSTRACT

Title: ADVERTISING SERVICES: A SUGGESTED CURRICULUM GUIDE

Name of Developer: Dr. Ralph D. Wray (original)
Illinois State University

Through contractual agreement with
Illinois Office of Education,
Department of Adult, Vocational, and
Technical Education, Research and
Development Section

The publication is a comprehensive curriculum guide designed to assist local educators in planning and implementing instructional programs for OE Code 04.01, Advertising Services, a subcluster within the marketing and distribution cluster. The curricular guide is divided into two major sections. The first section contains information for the local educator concerning how to use the guide, sources of information about advertising careers, sources of instructional resources, and general teaching suggestions. In addition, a general description of careers in advertising services is provided along with career levels identified by advertising practitioners. The second section contains validated competencies, suggested alternative learning activities, and referenced learning resources.

A validation jury, consisting of advertising practitioners and representing various positions in media advertising departments, advertising agencies, advertising departments in retail establishments, advertising specialty firms, and free lance advertising consultants, identified the career opportunities in advertising services and determined which positions should be classified in threshold-, career sustaining-, specialization-, and entrepreneurial levels. The jury also contributed to task analysis studies and the validation of competencies.

The content of behavioral objectives is designed to assist in planning instruction which will elicit and measure behavior based on the validated competencies. A variety of learning activities that appeal to different learning modes are suggested to enable students to achieve the objectives.

Competencies, along with accompanying objectives, alternative learning activities, and referenced learning resources, are organized into eleven instructional areas: advertising, communications, display, human relations, marketing/economics, management, mathematics, merchandising, operations, product and/or service technology, and selling. These areas are compatible with the organization used by Distributive Education Clubs of America for the competency-based competitive events program for both secondary and post secondary students.

HOW TO USE THE SUGGESTED
ADVERTISING CURRICULUM GUIDE

The publications, CURRICULUM PLANNING GUIDE (Marketing and Distributive Education) and GENERAL MARKETING CURRICULUM GUIDE, serve to provide the curriculum planner with a basis for devising competency-based curricula patterns leading to the following levels of marketing employment:

LEVELS OF MARKETING EMPLOYMENT

Threshold	Career Sustaining	Specialization	Entrepreneurial
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4

Initial preparatory courses should be designed so that basic competencies common to all marketing employment opportunities are developed by students whose occupational choice is marketing and distribution.

The above publications, along with another publication entitled ORIENTATION TO BUSINESS, MARKETING, AND MANAGEMENT OCCUPATIONS, may be obtained from Publications Clearinghouse, Western Illinois University, 47 Horrabin Hall, Macomb, IL 61455. A curriculum guide for career exploration in marketing and distribution, CAREER MARKETING AND EXPLORATION, may be obtained through the Superintendent of Documents Office, Public Documents Distribution Center, Pueblo, CO 81009.

Beyond the preparatory courses where students develop attitudes, knowledge, and skills desired of all marketing employees, decisions concerning levels of employment and specialization are necessary in the curriculum planning process. Surveys of employment opportunities and analysis of student learner goals and ability levels should yield facts that will be helpful in arriving at decisions. In addition, the advisory committee for marketing and distributive education can assist the curriculum planner.

This guide contains validated competencies, alternative learning activities, and references to related learning resources for students interested in careers in demand creation. However, since advertising services and related demand creation activities represent a variety of employee work activities and levels of employment, the curriculum planner must be selective in determining the content of the curriculum offered by the local educational agency.

Indeed, the input from the program area advising committee and the results of local surveys should receive attention. Within geographical areas, community college marketing instructors and secondary teacher-coordinators may review the validated competencies and plan articulated instructional sequences leading to levels of marketing employment.

To facilitate the selection process and the subsequent instruction, the competencies have been grouped and color coded into eleven instructional areas:

Competency	Number	Color
Advertising	1	Blue
Communications	2	Goldenrod
Display	3	Yellow
Human Relations	4	Buff
Marketing/Economics	5	Blue
Management	6	Green
Mathematics	7	White
Merchandising	8	Pink
Operations	9	Salmon

Competency	Number	Color
Product and/or Service Technology	10	Yellow
Selling	11	Green

The instructional areas are the same ones that are used by the Distributive Education Clubs of America for their competency-based, competitive events program and for numerous other curriculum projects in the field of marketing and distributive education.

The loose leaf format of this guide is conducive to making additions. Additional competencies identified as essential or desirable at the local level may be inserted into the guide. In addition, the instructor may reorganize the guide into desired instructional sequences.

The flexible design of this guide makes it appropriate for individualized instruction or for small- or large-group instruction. In addition, the content may easily be adjusted to a variety of scheduling patterns including:

1) a double period combining classroom and laboratory
2) modular time periods
3) block time
4) traditional time periods.

When the cooperative method is used, the competencies listed in this guide may be helpful in the development of a training plan.

The time devoted to the preparation of course outlines and inclusive unit plans will pay rich dividends in terms of time saved in daily planning and overall effectiveness. One word of caution, however, should be inserted. While experts in the area of demand creation have indicated that the competencies contained in this guide are essential or highly desirable, training needs may vary from one geographical area to another. Therefore, curriculum planners are encouraged to revalidate the competencies with local employers.

Learning activities are referenced to learning resources commonly selected by teachers in the field. In most cases, more than one instructional source is provided. This was done to help insure the local availability of at least some of the references.

INSTRUCTIONAL RESOURCES REFERENCED TO LEARNING ACTIVITIES

Advertising

Antrim, William H.
McGraw-Hill Book Company, 1978

Advertising in the Marketplace

Burke, John D.
McGraw-Hill Book Company, 1973

Advertising Planning and Techniques

Samson, Harland E.
South-Western Publishing Company, 1979

Advertising Services

Wray, Ralph D.
McGraw-Hill Book Company, 1979

Communications in Marketing

Rowe, Kenneth L.
McGraw-Hill Book Company, 1978

Fundamentals of Selling

Wingate, John W. and Nolan, Carroll A.
South-Western Publishing Company, 1976

Human Relations in Business

Eggland, Steven A. and Williams, John W.
South-Western Publishing Company, 1977

Human Relations in Marketing

Hiserodt, Donald D.
McGraw-Hill Book Company, 1978

Interstate Distributive Education Curriculum Consortium Materials

IDECC Office, 1166 Chesapeake Avenue
Columbus, Ohio 43212

Marketing and Distribution

Mason, Ralph; Rath, Patricia; and Ross, Herbert
McGraw-Hill Book Company, 1974

Marketing in Action

Warmke, Roman; Palmer, G. Dean; and Nolan, C.A.
South-Western Publishing Company, 1976

Retail Business Management

Gillespie, Karen and Hecht, Joseph
McGraw-Hill Book Company, 1977

Retail Selling

Bodle, Yvonne and Corey, Joseph
McGraw-Hill Book Company

Retailing Principles and Practices

Richert, G. Henry; Meyer, Warren G.; Haines, Peter G.; and
Harris, E. Edward
McGraw-Hill Book Company, 1974

The Display Specialist

Fuda, George E. and Nelson, Edwin F.
McGraw-Hill Book Company, 1976

SOURCES OF INFORMATION ON ADVERTISING

The following sources can supply a variety of materials including: career brochures, journals, books, bibliographies, monographs, proceedings, and films. The instructor may request specific information regarding available materials and their prices directly from the source.

THE ADVERTISING COUNCIL, 825 Third Avenue, New York, NY 10022

ADVERTISING EDUCATION PUBLICATIONS, 3429 Fifty-Fifth Street, Lubbock, Texas 79413

ADVERTISING RESEARCH FOUNDATION, 3 East 54th Street, New York, NY 10022

ADVERTISING TYPOGRAPHERS ASSOCIATION OF AMERICA, 461 Eighth Avenue, New York, NY 10001

AGRICULTURAL PUBLISHERS ASSOCIATION, 111 East Wacker Drive, Chicago, IL 60601

AMERICAN ADVERTISING FEDERATION, 1225 Connecticut Avenue, N.W., Washington, DC 20036

AMERICAN ASSOCIATION OF ADVERTISING AGENCIES, 200 Park Avenue, New York, NY 10017

AMERICAN BUSINESS PRESS, 205 East 42nd Street, New York, NY 10017

AMERICAN INSTITUTE OF GRAPHIC ARTS, 1059 Third Avenue, New York, NY 10021

AMERICAN MANAGEMENT ASSOCIATION, 135 West 50th Street, New York, NY 10020

AMERICAN MARKETING ASSOCIATION, 222 Riverside Plaza, Chicago, IL 60606

ART DIRECTORS CLUB OF NEW YORK, 642 Fifth Avenue, New York, NY 10019

ASSOCIATION OF INDUSTRIAL ADVERTISERS, 41 East 42nd Street, New York, NY 10017

ASSOCIATION OF NATIONAL ADVERTISERS, 155 East 44th Street, New York, NY 10017

BRAND NAMES FOUNDATION, 477 Madison Avenue, New York, NY 10021

CATHOLIC PRESS ASSOCIATION, 432 Park Avenue South, New York, NY 10016

COUNCIL OF BETTER BUSINESS BUREAUS, 845 Third Avenue, New York, NY 10022

DIRECT MAIL/MARKETING ASSOCIATION, 230 Park Avenue, New York, NY 10017

INTERNATIONAL ADVERTISING ASSOCIATION, 475 Fifth Avenue, New York, NY 10017

INTERNATIONAL NEWSPAPER ADVERTISING EXECUTIVES, 905 W. Fairchild Street, Danville, IL 61832

MAGAZINE PUBLISHERS ASSOCIATION, 575 Lexington Avenue, New York, NY 10022

MARKETING COMMUNICATIONS RESEARCH CENTER, Box 411, Princeton, NJ 08540

NATIONAL ADVERTISING AGENCY NETWORK, 20 West 43rd Street, New York, NY 10036

NATIONAL ASSOCIATION OF BROADCASTERS, 1771 N Street, N.W., Washington, DC 20036

NATIONAL FEDERATION OF ADVERTISING AGENCIES, Sarasota Bank Building, Sarasota, FL 33577

NATIONAL RETAIL MERCHANTS ASSOCIATION, 100 West 31st Street, New York, NY 10022

NEWSPAPER ADVERTISING BUREAU, 485 Lexington Avenue, New York, NY 10017

OUTDOOR ADVERTISING ASSOCIATION OF AMERICA, 625 Madison Avenue, New York, NY 10022

PACKAGING INSTITUTE, 342 Madison Avenue, New York, NY 10017

POINT-OF-PURCHASE ADVERTISING INSTITUTE, 521 Fifth Avenue, New York, NY 10017

PREMIUM ADVERTISING ASSOCIATION OF AMERICA, 420 Lexington Avenue, New York, NY 10017

PRINTING INDUSTRIES OF AMERICA, 1730 North Lynn Street, Arlington, VA 22209

PUBLIC RELATIONS SOCIETY OF AMERICA, 845 Third Avenue, New York, NY 10022

RADIO ADVERTISING BUREAU, 555 Madison Avenue, New York, NY 10022

SALES AND MARKETING EXECUTIVES INTERNATIONAL, 630 Third Avenue, New York, NY 10017

SPECIALTY ADVERTISING ASSOCIATION, 740 North Rush Street, Chicago, IL 60611

TELEVISION BUREAU OF ADVERTISING, One Rockefeller Plaza, New York, NY 10020

TELEVISION INFORMATION OFFICE, 745 Fifth Avenue, New York, NY 10022

TRANSIT ADVERTISING ASSOCIATION, 1725 K Street, N.W., Washington, DC 20006

U.S. TRADEMARK ASSOCIATION, 6 East 45th Street, New York, NY 10017

WESTERN STATES ADVERTISING AGENCIES ASSOCIATION, 5900 Wilshire Boulevard, Los Angeles, CA 90036

GENERAL DESCRIPTION OF CAREERS IN ADVERTISING SERVICES

Business firms offer a variety of career opportunities in the field of advertising. It has been estimated that over 20,000 new positions are created each year. Opportunities must frequently exist in the following businesses:

1) Advertising departments in retail establishments
2) Advertising departments in manufacturing and service organizations
3) Media advertising departments
4) Advertising agencies
5) Marketing and advertising research suppliers
6) Direct mail and catalog houses
7) Manufacturers and distributors of advertising specialties

Within Illinois, advertising departments exist in 94 daily newspaper publishing firms and in 572 weekly newspaper firms. In addition, firms in many cities publish a weekly shoppers guide containing ads. Twenty-two commercial television stations and 255 commercial radio stations carry business messages designed to create demand for products and services offered by local and national advertisers. Over 95,400 retail business firms find advertising to be a useful tool in their pursuit of attracting a greater percentage of consumers' dollars expended within the state. Likewise, 73,800 service business firms rely on advertising to attract customers and clients. Numerous advertising agencies serve local, regional, and national clients. In fact, Chicago may be surpassed only by New York City in the number of individuals employed in ad agencies. Outdoor, transit, and specialty advertising firms, as well as direct mail and catalog houses, contribute to the overall number of career opportunities within advertising services.

Advertising tends to be a business activity carried out by young people. Two-thirds of all people employed in advertising are under 45 years of age and one-third are in their twenties and thirties. Advertising offers equal opportunity for both men and women. Women work on an equal footing with men in virtually every phase of advertising.

Since advertising encompasses a variety of job titles, many kinds of talents and abilities are required. Three common traits, however, appear to be required: (1) ability to solve problems, (2) an interest in people and things, and (3) an aptitude for sales. Salaries for most advertising positions are appealing and individuals holding advanced positions often earn as much as lawyers, architects, and engineers.

The outlook for employment in the advertising field is optimistic. Young people desiring to enter the field should explore the specific positions they aspire to hold. For some positions, vocational training at the secondary level may suffice; for more advanced positions, post-secondary or collegiate studies may be necessary. It is recommended that adequate career information materials be available for student reference. In addition, career guidance personnel should be alerted that students in the local educational agency may seek additional career guidance.

CAREER LEVELS IN ADVERTISING SERVICES

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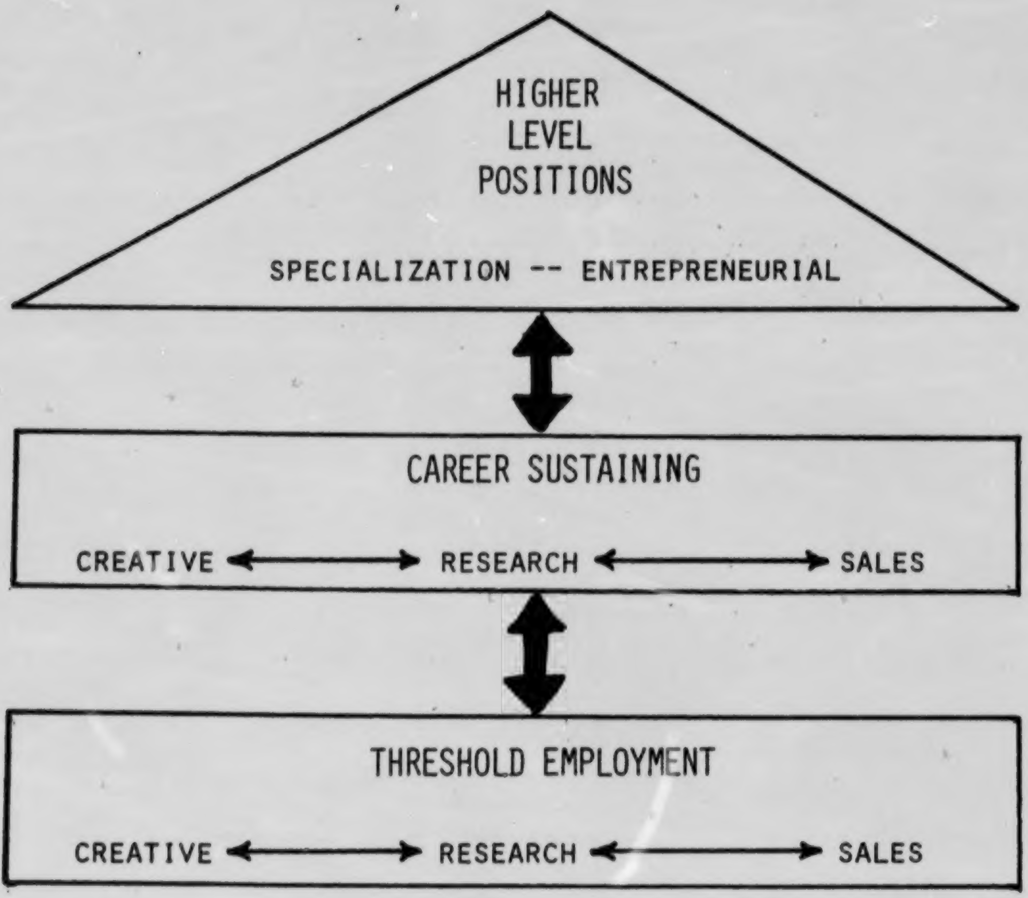

JOB DESCRIPTIONS OF FIRST LEVEL POSITIONS IN ADVERTISING SERVICES

CREATIVE

COPYWRITER -- Work activities in this group primarily involve expressing ideas, feelings, and personal interpretations by means of the written word.

LAYOUT ARTIST -- Work activities in this group involve the creative expression of ideas, feelings, and moods in artistic design, objects, and arrangements.

PUBLICITY AGENT -- Work activities in this group primarily involve planning and conducting advertising and public relations programs designed to promote the sale of products and services, create good will and/or establish a favorable public information.

OPERATIONS

ADVERTISING ASSISTANT -- Work activities in this group involve carrying out assigned activities in creative, operative, research and sales work areas.

PROOFREADER -- Work activities in this group involve reviewing copy, checking it for accuracy and consistency.

RESEARCH

ADVERTISING ANALYST -- Workers are engaged in collecting, evaluating, and interpreting data, formulating, devising or developing original theories, methods, procedures, or techniques aimed at solving theoretical or practical problems.

RESEARCH ASSISTANT -- Work activities in this group include gathering data on magazines, newspapers, radio, television, and transit-car cards. Product data is also collected and interpretations are formulated from facts derived through general research using sources of printed information and field research using mail or personal interviews.

SALES

CLASSIFIED AD TAKER --
SALESPERSON, ADVERTISING SPECIALTIES --
SALESPERSON, NEWSPAPER DISPLAY ADS --
SALESPERSON, OUTDOOR ADVERTISING --
SALESPERSON, RADIO/TELEVISION COMMERCIALS --
SALESPERSON, SHOPPERS' GUIDE DISPLAY AD --
SALESPERSON, TRANSIT CARDS --
SALESPERSON, YELLOW PAGES --

Work activities in this group involve using persuasive techniques to sell or demonstrate materials, products, or services, drawn upon some knowledge relevant to items or services sold.

Advertising executives consider the following items when promoting an employee from first level positions to second level positions.

1. Appears self-confident
2. Demonstrates poise in difficult situations
3. Proposes promotions that will generate new business and achieve objectives
4. Prepares accurate reports
5. Establishes rapport and gets along well with all types of people
6. Demonstrates skill in communications
7. Possesses a thorough knowledge of the firm's operations
8. Demonstrates the ability to supervise
9. Analyzes client problems and objectives
10. Possesses the ability to solve problems

JOB DESCRIPTIONS OF SECOND LEVEL POSITIONS

IN ADVERTISING SERVICES

CREATIVE

COPY CHIEF -- Work activities in this group involve supervision of copy production and coordination of copy with themes, art, and other promotional endeavors.

PRODUCTION MANAGER -- Work activities in this group primarily involve organizing and coordinating the function of a unit, department, or branch of an organization or establishment.

DIRECT MAIL SPECIALIST -- Work activities in this group involve planning, directing, and conducting advertising and public relations programs designed to promote the sale of products and services, create good will and/or establish a favorable public image.

PUBLICITY DIRECTOR -- Work activities in this group primarily involve planning, directing, and conducting advertising and public relations programs designed to promote the sale of products and services, create good will and/or establish a favorable public image.

OPERATIONS

ASSISTANT ACCOUNT EXECUTIVE -- Work activities in this group involve organizing and coordinating the function of a unit, department, or branch of an organization or establishment.

MANAGER/RETAIL ADVERTISING DEPARTMENT -- Work activities in this group involve formulating and carrying out administrative principles, practices, and techniques in an organization or establishment.

MANAGER/ADVERTISING AGENCY -- Work activities in this group primarily involve formulating and carrying out administrative principles, practices, and techniques in an organization or establishment. These activities typically entail program planning, allocation of responsibilities to organizational components, monitoring the internal activities of these components and coordinating their achievement in a manner that will insure success of the overall objective.

RESEARCH

RESEARCH ANALYST -- Workers are engaged in collecting, evaluating, and interpreting data, formulating, devising or developing original theories, methods, procedures, or techniques aimed at solving theoretical or practical problems.

SALES

BUYER/TIME AND SPACE -- Work activities in this group primarily involve applying a knowledge of contracts, credit, and marketing conditions and sales methods to an advertising situation.

Promotion criteria for third-level positions, in addition to the criteria identified for second-level positions, include:

1. Maintains a high level of productivity
2. Budgets time for supervisees as well as for self
3. Trains workers
4. Formulates plans and strategies for achieving plans
5. Directs the efforts of others
6. Delegates authority
7. Evaluates progress and achievements

JOB DESCRIPTIONS OF THIRD LEVEL POSITIONS IN ADVERTISING SERVICES

CREATIVE

ART DIRECTOR -- Work activities in this group involve consultation with customers in order to convince them to include artistic service, consultation with copy sections, and supervision of subordinate personnel in the execution of an assignment.

MEDIA PRODUCTION DIRECTOR -- Work activities in this group involve organizing and coordinating the production of ads and commercials.

OPERATIVE

ACCOUNT EXECUTIVE -- Work activities in this group involve organizing and coordinating the function of a unit, department, or branch of an organization or establishment.

OWNER-MANAGER/ADVERTISING AGENCY -- Work activities in this group primarily involve formulating and carrying out administrative principles, practices, and techniques in the organization.

OWNER-MANAGER/ADVERTISING SPECIALTY FIRM -- Work activities in this group primarily involve formulating and carrying out administrative principles, practices, and techniques in the organization.

RESEARCH

RESEARCH MANAGER -- Plans and supervises the collection, evaluation, and interpretation of data.

GENERAL TEACHING SUGGESTIONS

Career competencies in marketing occupations are exemplified through actual performance situations. In order for students to demonstrate the attitudes, knowledge, and skills required of advertising employees, a variety of teaching methods and techniques should be selected. In addition to the typically used augmented lecture, discussion, and question and answer methods, it is advisable to consider the following methods and techniques.

Audio-Visual Aids

Perhaps no other instructional program lends itself to the effective use of audio-visual materials and equipment to the extent of an instructional program in advertising.

Cameras will be utilized for taking pictures to be used on printed ads. In addition, slides may be prepared to accompany TV commercials.

Films and filmstrips may prove valuable in the teaching/learning process. It is recommended that instructors collect and review annotated bibliographies of films and filmstrips.

The flannel board can be effectively used in teaching advertising. Ads may be prominently displayed to depict illustrative examples of techniques being discussed. After dissecting the elements of an ad, various layout formats may also be illustrated.

An opaque projector will prove valuable for ad presentations--especially those containing colors. Transparencies of black and white ads may be made to project with the overhead projector.

Tape recorders may be used for taping radio commercials. Sales presentations, likewise, may be recorded for playback and critique. In some cases, interviews may be taped and then played in group sessions.

TV commercials may be produced and recorded using video-tape equipment.

Finally, visual makers will be used by students to prepare slides for TV commercials.

Instructors should anticipate the need for audio-visual equipment and materials. These needs should be communicated to the media director to insure the availability of equipment and materials.

Brainstorming Sessions

Brainstorming sessions provide an excellent opportunity to nurture creative abilities. Creative and unique ideas may be generated as a result of this instructional technique. The instructor is reminded that such "free-wheeling" sessions are most successful when the classroom atmosphere is conducive. Students should always be reminded that evaluative remarks concerning expressed ideas cannot be tolerated. Otherwise, the value of this technique will be decreased.

Instructors will find that almost every topical area lends itself to brainstorming sessions. For example, the technique may be used to:

*generate ideas on ways that employees may demonstrate specific traits such as dependability

*compile a list of possible advertising themes

*present various ideas on ways to project an image in an institutional ad

*identify promotional techniques or devices that may effectively be tied to advertising

When using this technique, the session should be terminated at the point where students have exhausted their responses and are straining to find additional ideas.

Buzz Groups

Small buzz groups may be effective in a variety of learning situations. The buzz group enables students to function under their own brain power, with guidance rather than detailed direction from the instructor. Buzz groups may be established to solve problems, share ideas, devise lists of logical reasons, etc.

The insturctor will encounter little difficulty in identifying situations in which the buzz groups contribute to the teaching/learning process. Some examples of such situations follow:

*to generate a list of probable effects on the economy if all forms of advertising were eliminated

*to prepare a list of reasons why it is important to represent the business firm favorably to outside associates

*to solve a case problem which depicts an employee that repeatedly fails to exercise self-control during trying situations

*to prepare a list of the sources of demographic data available in the local community

If multiple buzz groups are working on the same problem, one member of each group should be designated as a recorder. After the buzz groups have completed their work, a report from each buzz group may be presented to all students. This enables students to share ideas that were generated in only one group.

Cases

A number of actual and hypothetical case situations are contained in Advertising Services. Case situations will prove valuable in helping students understand day-to-day developments and problems encountered in realistic advertising settings. In addition, students preparing for careers in advertising should develop problem solving abilities.

Instructors may choose to supplement the teaching/learning process with additional cases--actual or hypothetical. If cases are used to improve problem solving abilities, instructors should follow the principles listed below:

1. Activate solvable problems in the learning situation.
2. Assist the learner in stating and delimiting the problem.
3. Assist the learner in finding needed information.
4. Aid the learner in interpreting and analyzing the information.
5. Provide opportunities for stating and testing alternatives.
6. Assist the learner in evaluating the chosen alternative.

It is recommended that the above principles be reviewed just prior to the assignment of work in management--Section 6.

Community Resources

The instructor will find it advisable to consider the use of community resources as a teaching tool to develop knowledges, attitudes, and skills required in advertising positions. In some cases, it may be necessary to locate such resources in a larger community located nearby. Listed below, are some possibilities for the instructor's consideration.

Field Trip Sites

- Advertising Agencies
- Catalog Production Houses
- Marketing Research Firms
- Media Departments
    - Newspaper
    - Radio
    - Retail
    - TV

Potential Speakers

- Account Executives
- Ad-Club Officers
- Advertising Managers
    - Retail
- Artists
- Copywriters
- Free Lance Advertising Consultants
- Layout Specialists

legislator. The student should then prepare a written report explaining state and local ordinances regulating outdoor advertising.

3. Skill -- design a logo for a retail store

   Project -- Furnish the necessary materials and have the student practice the design of a logo until a suitable specimen has been designed.

Other individual projects structured by the instructor, the student, or agreed upon by both may prove to be desirable learning experiences.

Interviews

The instructor may choose to send students to qualified individuals to discover information through the interview technique. If this technique is used, students should be instructed to ask specific questions. Otherwise, the desired information may not be obtained and the learning experience becomes unfruitful.

The interview adds variety to the teaching/learning process. Often, an individual currently in an advertising position may make a greater impression on the learner by stressing certain factors than the instructor. Students conducting interviews have an excellent opportunity to refine social skills. It is recommended that students conducting interviews report their findings to other members of the class.

Oral Reports

Oral reports given by students to other members of the class may accomplish a number of important goals.

1. Information gathered through interviews, research projects, observations, and actual experiences may be conveyed.
2. Occasional reports provide a change of pace in classroom activities and add variety to the teaching/learning process.
3. Students learn how to organize their ideas into a logical pattern for presentation.

4. Students are provided with an opportunity to practice effective oral communicative skills.
5. Students may develop poise, deportment, and overcome feelings of anxiety.
6. Skills in listening may be refined.

Since advertising is a field of marketing communications, competencies in the area of communications should be emphasized in the instructional program.

Panels

Panels composed of students or of individuals outside the school may be used to present certain information to the class. For example, a group of students might form a panel to present the advantages of a television commercial over other forms of advertising. A panel composed of representatives from various media advertising departments might prove effective in presenting information about career opportunities in advertising.

Presentations of this nature should be planned well in advance to allow members of the panel time for individual preparation and panel coordination.

Portfolios

The establishment of a portfolio is recommended as a continuing project. This continuing project enables the student to demonstrate specific competencies. Students should be instructed to create a neat collection and carefully label each sheet. Instructors should inspect the contents of the portfolio to insure that each competency has been correctly demonstrated.

Students may find the portfolio to be useful when applying for a future position in the field of advertising.

Role Playing

Role playing has become an increasingly popular learning technique. In addition, competencies can often be best demonstrated in role playing situations. Indeed, many of the competency-based events sponsored by the Distributive Education Clubs of America use this technique to judge the level of competency that competing students have attained.

This technique removes the learner from a passive role and casts that individual into an active-participating role. Learning situations in which the technique may be used are limited only by the imagination of the instructor. However, certain areas of content may be more conducive to role playing than others. These content areas include: communication skills, human relations, broadcast advertising, selling space or time, and managerial skills. When role playing is used as a learning technique, it may prove helpful to critique the demonstrations and then provide additional opportunities for the participants to improve their skills.

The instructor should be alert for opportunities to employ the role playing technique for teaching/learning and for the demonstration of competencies.

Show and Tell

While show and tell sessions are usually associated with early elementary school instructional programs, such sessions can be very effective in ad advertising instructional program. Students often benefit from ideas and illustrations or examples presented by their classmates.

The show and tell sessions may be scheduled to depict examples of concepts at the time they are being pursued. Some examples include:

*rate cards published by various media firms

*direct mailing pieces

*fact sheets prepared for a specific product or service

*ads that are designed to appeal to one of the needs included in Maslow's hierarchy

*ads designed to enhance a firm's image

*ads with sales promotion tie-ins

The list, of course, may be greatly expanded.

Realistic examples, depicted during show and tell sessions, serve to reinforce the concept under discussion.

Teams or Small Groups

The instructor may wish to consider establishing teams or small groups of students to work together in selected learning experiences. For example, two students might be teamed together to write and record a radio commercial that calls for a dialogue format. Skills in selling can best be demontrated using a team approach.

Small groups of students might contribute to the creation of a printed ad. A supervisor, artist, copywriter, and layout specialist working together create a realistic work setting. A small group of students may produce a TV commercial. Often, retail promotions are planned in meetings involving the sales promotion manager, the advertising manager, and department heads.

Instructors are reminded that sutdents learn from one another and from role associations.

Vocabulary

Learning experiences designed specifically for the development of the advertising employee's vocabulary are not provided in each section. However, ad terms and terminology should be introduced and mastered. Instructors should insist that learners master and correctly use advertising terms and terminology.

Some instructors report success in the use of cross-word puzzles and seek-and-find puzzles as a means of assisting students in developing vocabulary. These devices, if desired, may be developed by instructors.

A free eight-page brochure entitled THE ADMAN'S VOCABULARY is available from Educational Service Department, Cluett, Peabody and Company, Inc., 10 East 40th Street, New York. This publication contains terms and definitions and is valuable as a handbook for English, journalism, and advertising students.

Written Assignments

Quality standards should be developed and enforced for written assignments. The importance of writing skills cannot be overstated for students aspiring to careers in advertising

The instructor will find that periodic sessions devoted to writing clinics will prove valuable to students. Students aspiring to hold specific positions, such as copywriters, may be encouraged to take additional courses in English Composition or journalism.

When students prepare printed ads or copyblocks, it is suggested that the instructor use the following proofreaders symbols to indicate needed corrections:

X	Defective letter	///	Straighten lines
⊥	Push down space	⊏	Move over
9	Turn over	□	Em quad space
ꝺ	Take out	⊢ᴹ⊣	One-em dash
∧	Insert at this point	¶	Make paragraph
✓	Space evenly	No ¶	No paragraph
#	Insert space	wf.	Wrong front letter
‿	Less space	stet	Let it stand
⁀‿	Close up entirely	tr.	Transpose
⊙	Period	Caps	Capitals

,/	Comma	s.c.	Small capitals
(:)	Colon	l.c.	Lower-case letter
;/	Semicolon	ital.	Italic
$\overset{\prime}{\vee}$	Apostrophe	Rom	Roman letter
$\overset{\prime\prime}{\vee}$	Quotation	(?)	Verify
-/	Hyphen	○	Spell out

Summary

The previous discussion of general suggestions for teaching does not give guidelines for using the various methods or techniques. Instead, the intent is to suggest a variety of methods and techniques that may be effective in the instructional program. Where possible, illustrative examples have been inserted to suggest when the method or technique may prove effective. Instructors unfamiliar with utilizing the suggested methods or techniques should refer to a teaching methods textbook for guidelines and rules.

Instructional Objective:

Given a specific position in advertising services, the learner will identify firms in which that position exists and indicate the work tasks performed by individuals in that position.

AS-1

1

Advertising

What Does the Competent Marketing Employee Do?

Know the positions that exist for advertising personnel in retail establishments, media advertising departments, advertising agencies, marketing and advertising research suppliers, direct mail and catalog houses, outdoor advertising firms, and advertising specialty firms

Suggested Learning Activities

After students have specified their preferred position in advertising services, have them choose a particular firm that offers employment for individuals in that position. They should then prepare an organization chart showing the job titles for each employee. Prepare a job description for each employee.

Invite an individual who is well qualified to discuss positions in the field of advertising services as a guest speaker.

After students have specified their preferred positions in advertising services, ask them to find answers to the following questions.

(1) Employment opportunities?
(2) Qualifications needed?
(3) Starting wage or salary?
(4) Advancement positions?
(5) Probable working conditions?
(6) Sources of information about the position?

References

Antrim, Advertising, Second Edition, Chapter 2

Burke, Advertising in the Marketplace, Chapter 4

Samson, Advertising Planning and Techniques Section 1

Wray, Advertising Services Chapter 2

Instructional Objective: Given a specific position in advertising services, the learner will list sources of information concerning career opportunties for that position.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
Know where to find information about career opportunititesin advertising	Have students prepare bibliographies of sources of information about career opportunities in advertising services. They should include books, brochures, films, filmstrips, etc. Invite an occupational guidance counselor to discuss sources of information about career opportunities in advertising with the class. Provide each student with a different job title from the field of advertising services. They should prepare a brief oral report about that position—functions performed, employment sites, qualifications required, etc. At the conclusion of the brief oral report, the student should give sources of information.	Antrim, Advertising, Second Edition, Chapter 1 Burke, Advertising in th Marketplace, Chapter Wray, Advertising Servic Chapter 2

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AS-1

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Burke, Advertising in the Marketplace, Chapter 4

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Instructional Objective: Given a specific position in advertising services, the learner will list sources of information concerning career opportunties for that position.

Advertising 1

What Does the Competent Marketing Employee Do?

Know where to find information about career opportunitites in advertising

Suggested Learning Activities

Have students prepare bibliographies of sources of information about career opportunities in advertising services. They should include books, brochures, films, filmstrips, etc.

Invite an occupational guidance counselor to discuss sources of information about career opportunities in advertising with the class.

Provide each student with a different job title from the field of advertising services. They should prepare a brief oral report about that position—functions performed, employment sites, qualifications required, etc. At the conclusion of the brief oral report, the student should give sources of information.

References

Antrim, Advertising, Second Edition, Chapter 1

Burke, Advertising in the Marketplace, Chapter 21

Wray, Advertising Services Chapter 2

Instructional Objective:

Given a specific position in advertising services, the learner will list the qualifications needed for that position.

AS-3

What Does the Competent Marketing Employee Do?

Know the qualifications needed for specific positions in advertising services

Suggested Learning Activities

Have students divide a sheet of paper into two columns. Above the first column, the student will write "Skills Required for ___?___ Position." Above the second column, the student will write "How to Acquire the Skill". Each student will then be given ample time to gather the needed information to complete the assignment.

Invite an employer that represents a firm employing individuals in advertising services. Ask the employer to speak on the following topic "Qualifications Looked for When Hiring Advertising Personnel".

Ask students to identify an individual who presently holds an advertising position that they aspire to hold. They should then visit with that individual to determine how he/she gained the qualifications needed for the position.

References

Antrim, Advertising, Second Edition, Chapter 1

Burke, Advertising in the Marketplace, Chapter 21

Samson, Advertising Planning and Techniques, Section 8

Wray, Advertising Services, Chapter 2

1

Advertising

Instructional Objective:

Given a specific position in advertising services, the learner will list ways in which individuals may prepare themselves for that position.

AS-4

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
Understand how individuals interested in careers in advertising services may prepare for specific positions in advertising services	Arrange for several individuals holding various positions in advertising services to appear as members of a panel. Ask the panel members to discuss how aspirants for the various positions represented may prepare themselves. Have students prepare case histories of individuals in various advertising positions. The case histories should contain educational and occupational backgrounds of individuals in each position. Have students write and submit a paper which depicts their plans for preparing for their chosen career in advertising services.	Antrim, Advertising, Second Edition, Chapter 1 Burke, Advertising in the Marketplace, Chapter 21 Samson, Advertising Planning and Techniques, Section 8 Wray, Advertising Services, Chapter 2

Instructional Objective:

Given a comprehensive list of employee traits, the learner will select those which employers of advertising personnel consider important.

AS-5

1

Advertising

What Does the Competent Marketing Employee Do?

Identify the employee traits which employers of advertising personnel consider important

Suggested Learning Activities

Have students prepare a comprehensive list of employee traits. Choose a small sample of employers of advertising personnel and ask them to respond to each trait as essential, desirable, or unimportant. Students may then tabulate and discuss the results.

Prepare a list of employee traits. In a class discussion, have students indicate their beliefs as to the importance of each trait in advertising services. Are some traits more important to specific positions than to others? Discuss.

Ask an employer of advertising personnel as a guest speaker. Ask the employer to speak on the following topic: "Traits I Look for When Hiring Advertising Personnel."

References

Burke, Advertising in the Marketplace, Chapter 21

Wray, Advertising Services, Chapters 2 and 15

Instructional Objective: When asked to demonstrate how to use the telephone correctly and most effectively, the learner will perform such a demonstration to the satisfaction of the instructor.

2

Communications

What Does the Competent Marketing Employee Do?

Use the telephone correctly and most effectively

Suggested Learning Activities

Invite a speaker from the local telephone company to present tips on using the telephone correctly and effectively.

Set up demonstrations in the classroom/laboratory which depict correct and incorrect uses of the telephone. When a student detects the incorrect usage, ask that student to demonstrate the correct usage.

In buzz groups, have students identify techniques or rules to follow when using the telephone. The groups may then compare their lists.

References

IDECC, Communications, LAP 9

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 45

Rowe, Communications in Marketing, Chapter 4

Wingate, Nolan, Fundamentals of Selling, Chapter 12

Instructional Objective: Given an order, message, or complaint, the learner will demonstrate how to give or receive the information correctly by telephone.

2 Communications

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
Receive or give telephone orders, complaints and messages	Obtain telephone equipment for classroom/laboratory use. Have students practice receiving or giving telephone orders, complaints, and messages. Have students assume that they are employed in a newspaper display advertising department. A client phones in information for an ad to be run in tomorrow's edition of the paper. Students should identify all information that must be sought. Have students prepare a telephone order form that would be effective in receiving orders for ads phoned into a newspaper. The form should contain places to record all information that is needed.	IDECC, Communications, LAP 24 Rowe, Communications in Marketing, Chapter 4 Wingate, Nolan, Fundamentals of Selling, Chapter 12

[redacted] **Instructional Objective:** When asked to identify important tools of the trade, the learner will include the "spoken voice" in his/her response.

AS-3

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
Know that in distributive occupations, the "spoken word" is an important tool of the trade	Ask students if one of the group has traveled to a foreign country where they could not speak the language. If someone indicates they have, ask them to describe their difficulty in transacting business. Ask students to explain why the "spoken word" is more important in distributive occupations than production occupations. Discuss their responses. Have students compare and describe the advantages of words spoken in commercials to the words written in ads. Example: Voice inflections may add emphasis to selected words etc.	IDECC, Communications, LAP 2 Wingate, Nolan, Fundamentals of Selling, Chapter 3 Wray, Advertising Services, Chapter 4

[redacted] **Instructional Objective:** When confronted with technical words which customers may not understand, the learner will recognize this fact and translate the words into the customer's vocabulary.

2 Communications

What Does the Competent Marketing Employee Do?

Translate technical words concerning an item of merchandise into the customer's language

Suggested Learning Activities

Prepare a fact sheet about a specific product to be advertised. The fact sheet should contain several technical words. Ask students to prepare copy for the ad. The copy is to be written in the prospective customer's language.

Have students assume an advertiser used the following terms:
(1) challis
(2) filbert
(3) subaltern
What word (or words) would they use to replace the above terms in advertising copy?

References

IDECC, Communications, LAP 12

Wingate, Nolan, Fundamentals of Selling, Chapter 3

Wray, Advertising Services, Chapter 4

Instructional Objective: Given situations calling for spoken words, the learner will recognize the value of correct enunciation and pronunciation by demonstrating these skills--as observed over a period of time.

What Does the Competent Marketing Employee Do?

Appreciate the value of correct enunciation and pronunciation in speaking

Suggested Learning Activities

Ask the students to develop a list of words they find difficult to pronounce. At intervals during the semester, ask the students to read their list into a cassette tape. Analyze their enunciation and pronunciation and provide examples of the correct form.

Tape class discussions. Play the recording back and listen for poor enunciation and pronunciation. Stress the importance of speaking correctly and the image it creates.

If some students have real problems with enunciation and pronunciation, make arrangements for a speech specialist to work with those students.

References

IDECC, Communications, LAP 3

Rowe, Communications in Marketing, Chapter 3

Wingate, Nolan, Fundamentals of Selling, Chapter 3

Wray, Advertising Services, Chapter 4

Instructional Objective:

Placed in an interacting situation with a client, the learner will use a tone of voice that expresses sincerity and eagerness to be of service.

What Does the Competent Marketing Employee Do?

Know that the tone of voice can express sincere welcome and eagerness to be of service

Suggested Learning Activities

Play a number of taped sales presentations for the class. Have students identify those in which the tone of voice expressed sincerity and eagerness to be of service.

Have students write a few statements which they might voice in a conversation with a client. Have students record the statements using a tone of voice that expresses sincerity and eagerness to be of service. Critique.

References

IDECC, Communications, LAP 5

Rowe, Communications in Marketing, Chapter 3

Instructional Objective:

Given situations which call for the expression of conviction and the conveyance of confidence, the learner will use his/her voice to express these qualities.

AS-7

2

Communications

What Does the Competent Marketing Employee Do?

Be aware that the voice an be used to express conviction and convey confidence

Suggested Learning Activities

Tape three or four commercials to play in class. After the commercials have been played, have students identify those that tend to express conviction and convey confidence. Analyze and discuss reasons why.

Have students prepare sales presentations for use in selling time or space. When making the presentation, the student should strive to express conviction and convey confidence. The presentations may be taped and critiqued by other students.

References

IDECC, Communications, LAP 5

Rowe, Communications in Marketing, Chapter 5

Instructional Objective: Given situations in which feelings are be conveyed, the learner will use gestures in addition to words to communicate his/her feelings.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
Realize that gestures help convey feelings in a spoken communication	Invite a speech teacher to discuss the importance of gestures in conveying feelings. Have students observe others with whom they converse for the next two days to identify how gestures are used to convey feelings. Without revealing personalities, have students report on at least one situation in which they believe the speaker used effective gestures. Have students watch TV commercials which depict an individual presenting a product or service. Students should note the gestures used and evaluate their effectiveness.	IDECC, Communications, LAP 5 Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 8 Rowe, Communications in Marketing, Chapter 5

[redacted] **Instructional Objective:** When asked to record a sales message for radio, the learner will talk clearly and pleasantly, conveying spirit and enthusiasm.

AS-9

What Does the Competent Marketing Employee Do?

Talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech

Suggested Learning Activities

Select a taped presentation in which most students would agree that the voice is clear, pleasant, and enthusiastic. Have students analyze the voice and identify those contributing qualities.
Example: Use of voice inflections

Conduct a casting session where a student is to be selected to record a commercial for radio. Have students evaluate those trying for the part on the basis of being able to speak clearly and pleasantly, conveying spirit and enthusiasm.

References

IDECC, *Communications*, LAP 3

Rowe, *Communications in Marketing*, Chapter 3

Wingate, Nolan, *Fundamentals of Selling*, Chapter 3

[redacted]

Instructional Objective:

Given words or phrases that might be used to convey a message, the learner will select those words or phrases which are most likely to be correctly interpreted.

AS-10

2

Communications

What Does the Competent Marketing Employee Do?

Know that since interpretations placed on the spoken word vary with different people, one must be careful to speak so that correct interpretations can be made by individual listeners

63

Suggested Learning Activities

Have students analyze a series of commercials and identify words or phrases that might be interpreted differently by different individuals.

Example: Our new product is superior
1st listener--superior to all similar products
2nd listener--superior to the unimproved version of the same product

Have students prepare short, ficticious examples showing how an incorrect interpretation by an employee resulted in a costly mistake. Discuss the examples and identify how the misinterpretation might have been avoided.

References

IDECC, Communications, LAP 1

Wingate, Nolan, Fundamentals of Selling, Chapter 3

Wray, Advertising Services, Chapter 4

64

Instructional Objective: Confronted by a variety of conversing situations, the learner will identify those in which technical language may be used and those in which commonly understood language must be used.

AS-11

2

Communications

What Does the Competent Marketing Employee Do?

Know the situations in which to use a technical language or commonly understood language

65

Suggested Learning Activities

Have a student select an industrial product of their choice. In their capacity as a media sales rep, in which of the following situations should they use technical language when talking about the product.

(1) conversations with the client
(2) supplying information to the copywriter
(3) conversations with a next door neighbor
(4) replying to questions about the product posed by the purchasing agent in another firm

Select an industrial ad from a business publication such as the WALL STREET JOURNAL. Select another ad for a consumer product from a consumer magazine or newspaper. After showing the ads to students, ask them to explain why one advertiser made use of technical language while the other refrained.

References

IDECC, Communications, LAP 2

Wingate, Nolan, Fundamentals of Selling, Chapter 3

66

Instructional Objective: In conversations with clients, co-workers, and supervisors, the client will communicate effectively--as observed over a period of time.

2 Communications

What Does the Competent Marketing Employee Do?

Communicate effectively with clients co-workers, and supervisors

Suggested Learning Activities

Have students prepare a list of rules which should be applied when communicating with clients, co-workers, and supervisors. If any rule applies specifically to one group, have the students indicate that the rule applies only to the specified group.

Have students prepare a short paper entitled: "Tips for Effective Communications."

CASE: Tina Howell, one of your co-workers, has told you that she has real difficulty in communicating with clients, co-workers, and supervisors. She has indicated that her communications are either ignored or misunderstood. She has asked for your help. What things will you look for in an effort to discover her inability to communicate effectively?

References

IDECC, Communications, LAP 16

Rowe, Communications in Marketing, Chapter 8

Wingate, Nolan, Fundamentals of Selling, Chapter 9

Wray, Advertising Services, Chapter 4

Instructional Objective:

When interacting with old and new clients, co-workers, supervisors, and managerial personnel, the learner will address each in an appropriate and business-like manner.

What Does the Competent Marketing Employee Do?

Know how to address other people in a business-like manner whether they are clients, co-workers, supervisors, or management

Suggested Learning Activities

Have students discuss situations in which titles--Mr., Miss, Mrs., and Ms--should be used. When can first names be considered appropriate? Give reasons.

Ask students to interview an employee in advertising services. They should ask when surnames are used and when first names are used. Report back to the class.

Ask students to use a book containing the rules of ettiquette to determine if rules exist for addressing clients, co-workers, supervisors, or managers.

References

IDECC, Communications, LAP 16

Rowe, Communications in Marketing, Chapter 4

Wray, Advertising Services, Chapter 4

Instructional Objective: Given items of information, the learner will recognize those items that should be treated as confidential information.

AS-14

2

Communications

What Does the Competent Marketing Employee Do?

Know when to keep communications confidential

Suggested Learning Activities

Have students brainstorm a list of communications which they believe should be kept confidential. Follow the brainstorming session with a discussion on what happens when employees reveal communications which should have been kept confidential.

Have students react to the following situations by identifying those which are probably a breach of confidential information.

(1) An employee brags to other employees about his/her raise in salary
(2) A media sales rep tells a client how much a competitor is spending for advertising
(3) A media sales rep tells the supervisor that another sales rep, who called in sick, was seen on the golf course
(4) A copywriter tells the vice-president of creative activities, that another copywriter has confided plans to quit
(5) An employee in the display advertising department tells a client that the newspaper will raise the rates for display ad space next month

References

IDECC, Communications, LAP 43

Wray, Advertising Services, Chapter 4

Instructional Objective:

Given verbal instructions, the learner will listen and follow directions--as observed over a period of time.

AS-15

2

Communications

What Does the Competent Marketing Employee Do?

Listen to and follow directions

Suggested Learning Activities

Have students prepare a short paper in which they describe how listening accounts for more than half of an effective communication.

Emphasize to students the importance of listening and following directions. In fact, you may point out that this activity has been identified as a "survival skill" in the world of work. Instigate the policy of giving directions only one time. Hold students accountable for following directions.

Challenge students to establish goals to listen and follow directions in all classes and at work without asking for directions to be repeated. From time-to-time, have students report on their progress.

References

IDECC, Communications, LAP 24

Wray, Advertising Services, Chapter 4

Instructional Objective: Given a special event to be publicized, the learner will cite ways to inform customers of the special event.

What Does the Competent Marketing Employee Do?

Know the various methods which can be used to inform customers of special events.

Suggested Learning Activities

Have students assume that they are the advertising manager in a department store. The store is advertising special low-prices on selected items of merchandise. As advertising manager, have students describe other actions they might employ to inform customers of the specials.

Have students assume that they are employed in an advertising agency. A new appliance store, which will open soon, has entered into a contract with your agency. In addition to preparing their ads, they would like for you to suggest other promotional techniques which might make their grand opening more successful.

Have students prepare a list of ways to inform customers of special events in addition to advertising.
Example: Enclose announcements in monthly statements

References

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 16

Wray, Advertising Services, Chapters 9 and 16

[redacted]

Instructional Objective: Confronted with questions concerning the value of interdepartmental communications, the learner will cite reasons why such communications result in a more efficient operation with mutual benefits to all.

AS-17

What Does the Competent Marketing Employee Do?

Believe that communications between the various departments and divisions within a company will result in a more efficient operation with mutual benefits to all

Suggested Learning Activities

Have students find an organizational chart for advertising services in an agency, a medium, or a large department store. Ask the students to explain why communications between departments or divisions in the selected organization are essential.

Have students interview someone employed in advertising services. The students should seek answers to the following questions:

(1) What is the nature of communications between departments or divisions?
(2) Who is responsible for interdepartmental communications?
(3) Do department heads meet together? For what purpose?
(4) If interdepartmental communications were eliminated, how would operations be effected?

References

IDECC, Communications, LAP 41

Rowe, Communications in Marketing, Chapter 8

Instructional Objective: Given a product or service, the learner will use words, phrases, and statements descriptive of the product or service.

AS-18

2 Communications

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
Use the terminology of distribution and develop a vocabulary descriptive of the product or service being sold	Have students select a specific product or service. They should then find at least ten ads for the selected product or service from magazines, newspapers, catalogs, yellow pages, etc. Students should then analyze the ads and compile a list of descriptive words and phrases. Invite a copywriter to appear as a guest speaker. Ask the copywriter to explain how he/she selects terminology descriptive of the product or service to be advertised. When preparing messages for outdoor billboards, the message must necessarily be brief--often 15 words or less. Have students select a product or service that might be featured in outdoor advertising. Then have students formulate short descriptive statements or phrases that would be suitable for the outdoor message.	IDECC, Communications, LAP 13 Wingate, Nolan, Fundamentals of Selling, Chapter 8

Instructional Objective: After meeting with a client, the learner will report on that meeting in writing.

AS-19

2 Communications

What Does the Competent Marketing Employee Do?

Report in writing on each meeting with a client

Suggested Learning Activities

Set up a role-playing demonstration in which a client expresses his/her desire to have a layout changed. Have members of the class report in writing on the meeting.

Have students prepare a list of reasons for the necessity of reporting in writing on each meeting with a client.
Example: The report may be useful in preparation for a subsequent meeting.

References

Wray, Advertising Services, Chapter 15

Instructional Objective: When asked to fill-out forms, write messages, and compile records, the learner will use legible handwriting.

AS-20

2

Communications

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
Use legible handwriting in preparing forms, messages, and records	Visit an advertising agency or a media advertising department and collect forms which are commonly used. Duplicate the forms and have students use the forms in classroom/laboratory settings. The student should strive to write in a legible manner. In small groups, have students discuss the problems that are encountered in the business firm because of illegible handwriting Also, students may discuss the problems encountered by an individual with poor handwriting skills.	IDECC, Communications, LAP 29

Instructional Objective: Given either a written or oral communication, the learner will judge the effectiveness of the communication and cite reasons for his/her evaluation.

AS-21

2 Communications

What Does the Competent Marketing Employee Do?

Be effective in written and oral communications

Suggested Learning Activities

In a brainstorming session, have students identify the characteristics of effective written and oral communications.
Example: Good selection of word choices

Prepare some examples of both written and oral communications that are open to interpretation. Have students analyze the examples and cite the difficulty. Then, students may rephrase the communication to make it effective.

Have students write a short paper entitled: "Grammar and An Effective Communication."

References

IDECC, Communications, LAP 3

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 56

Wingate, Nolan, Fundamentals of Selling, Chapter 5

Wray, Advertising Services, Chapter 4

Instructional Objective: Given forms or reports to be completed by advertising personnel, the learner will complete the form or report to the satisfaction of the instructor.

AS-22

2

Communications

What Does the Competent Marketing Employee Do?

Use written communications in forms and reports

Suggested Learning Activities

Give students the following topic: "Forms of Research Used in Advertising Services." Students should prepare a formal, written report in acceptable form.

Ask students to select a specific position in advertising services that they desire to hold. They should then make arrangements to meet with an individual presently holding that position. They should seek samples of forms and reports required of individuals holding the position. Students may report back to the class.

If your school offers a course in business communications, ask the instructor to discuss with the class the importance of written communications in business firms.

References

IDECC, Communications, LAP 27

Rowe, Communications in Marketing, Chapter 7

Wingate, Nolan, Fundamentals of Selling, Chapters 3 and 8

Wray, Advertising Services, Chapter 4

Communications 2

Instructional Objective:

Given an assignment which calls for a written business communication, the learner will apply the psychology of business writing and explain the application.

AS-23

What Does the Competent Marketing Employee Do?

Apply the psychology of business writing to various types of business communications

Suggested Learning Activities

In small groups, have students prepare a list of psychological factors to be applied when writing business letters.
Example: Emphasize "you" in phrasing sentences
The groups may then compare their lists.

Invite a copywriter to discuss the psychology of writing persuasive copy.

Ask students to clip a printed ad which contains a copyblock. The students should analyze the copy to determine if factors related to the psychology of writing can be identified. Discuss the findings in class.

References

Wray, Advertising Services, Chapter 13

89

90

Instructional Objective: Given an assignment calling for a business letter, the learner will write an informative and effective letter as perceived by the instructor.

2 Communications

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
Write informative and effective business letters	Have students collect samples of advertising sales letters sent by direct mail. The student should then evaluate each letter in terms of being effective and informative. Have students devise a checklist for evaluating informative and effective business letters. Have students select a product or service. They should then prepare a letter suitable for a direct mail campaign to encourage recipients to purchase the product or service.	IDECC, Communications, LAP 28 Rowe, Communications in Marketing, Chapter 7 Wingate, Nolan, Fundamentals of Selling, Chapter 8 Wray, Advertising Services, Chapter 13

Instructional Objective: When presented with a sales letter, the learner will identify the form and the component parts.

AS-25

What Does the Competent Marketing Employee Do?

Know the correct forms used in business letter writing

Suggested Learning Activities

Ask a business communications teacher or a typing teacher to discuss the correct forms used in business letter writing.

Give students copies of a business letter. Ask them to identify the form and also the component parts.

Give students the following list of component parts which might be included in a sales letter.
Headline
Salutation
Lead Paragraph
Succeeding Paragraphs
Complimentary Close
Ask students to prepare hints to be used with each component in an effort to make the sales letter more effective.
Example: Headline--avoid cliches and lazy generalizations

References

IDECC, Communications, LAP 28

Rowe, Communications in Marketing, Chapter 7

Wingate, Nolan, Fundamentals of Selling, Chapter 8

Wray, Advertising Services, Chapter 13

Instructional Objective: Given a specific product or service, the learner will identify and prepare information for advertising copy that will create customer desire.

AS-26

2

Communications

What Does the Competent Marketing Employee Do?

Prepare information for advertising copy that will create customer desire

Suggested Learning Activities

Have students select a product or service. Tell them to place themselves in the role of a consumer and ask themselves, "what benefit does this product or service offer that would cause me to make a purchase?" That benefit is the one to be featured in the advertising copy. Students should then prepare a copyblock containing no more than 50 words.

Have students assume the role of copywriter for a radio commercial. The client is Burger Chef. They are askod to write a one-minute spot announcement that contains dialogue between two people and that is designed to create customer desire.

Have students select a product or service. Ask them to prepare a fact sheet detailing information about the product or service. Have students analyze the facts in terms of their use in creating customer desire.

References

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 52

Rowe, Communications in Marketing, Chapter 7

Wingate, Nolan, Fundamentals of Selling, Chapter 13

Wray, Advertising Services, Chapter 11

Instructional Objective:

Given a copy writing assignment, the learner will write grammatically correct, attention getting copy.

AS-27

2 Communications

What Does the Competent Marketing Employee Do?

Write grammatically correct, attention getting advertising copy

Suggested Learning Activities

Discuss the AIDA formula with the class. Clip ads in which the AIDA formula has been applied for use as examples during the discussion. Then, ask students to select a product or service and apply the AIDA formula in preparing copy.

Have students assume that they are employed in an advertising agency as a copywriter. The 3-M Company would like a headline and copy written for "Scotch Tape." The headline and copy must command attention.

Prepare some advertising copy which contains grammatical errors. Have students rewrite the copy correcting the grammatical errors.

References

IDECC, Communications, LAP 30

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 54

Rowe, Communications in Marketing, Chapter 7

Wray, Advertising Services, Chapter 11

Instructional Objective: When asked to prepare promotional copy, institutional copy, or a combination of the two, the learner will write copy that will accomplish the stated purposes.

2

Communications

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
Write and use promotional, institutional or a combination of promotional and institution advertising to help promote merchandise, services and company image	Have students find at least three institutional ads, three promotional ads, and three ads that contain both promotional and institutional advertising. Conduct a "show and tell" session. Have students assume that a local bank has asked them to prepare a headline and copy for an institutional ad. The image the bank would like to project is a friendly, secure place to conduct business. Dairy Queen would like to promote a special on "peanut busters." At the same time, the image to be projected is that of a "fun-atmosphere." Ask students to prepare headlines and copy that will accomplish both objectives.	IDECC, Advertising, LAP 1 Wingate, Nolan, Fundamentals of Selling, Chapter 13 Wray, Advertising Services, Chapter 8

Instructional Objective:

Given developments or events stemming from a business firm, the learner will identify those which might be channeled as news releases to the local press.

2

Communications

What Does the Competent Marketing Employee Do?

Channel material with news interest to the press, taking advantage of publicity stories

Suggested Learning Activities

Have students identify activities which might be publicized in the local press for each of the following business firms.

(1) an automotive dealership
(2) a bank
(3) a department store
(4) a restaurant
(5) a service station

Have students collect news releases in the newspaper which publicize a firm. Ask students to describe the benefits to the firm as a result of the publicity.

If students are currently employed, ask them to prepare a list of activities stemming from their place of employment that may be worthy of a news release.

References

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 16

Wingate, Nolan, Fundamentals of Selling, Chapter 8

Instructional Objective:

When asked to identify the "tools and methods" of marketing, the learner will include displays and the sales force as well as advertising.

3

Display

What Does the Competent Marketing Employee Do?

Know that advertising should be supplemented by attractive displays and an effective sales force

Suggested Learning Activities

Invite the manager of a successful local retail store to discuss the "tools and methods" of marketing applied in his/her store.

Have students identify examples of local stores presently advertising merchandise and also featuring that merchandise in a special display.

Ask students to defend the following premise: "The more exposure that merchandise has, the more sales it should produce."

References

IDECC, Advertising, LAP 9

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 34, 36

Wray, Advertising Services, Chapter 16

Instructional Objective:

When asked to identify nonpersonal ways to communicate with and inform customers, the learner will identify both advertising and displays.

3

What Does the Competent Marketing Employee Do?

Know that both advertising and displays are important tools in nonpersonal ways to communicate with and inform customers

Suggested Learning Activities

Have students divide a sheet of paper into two columns. In one column, the students will list nonpersonal ways to inform customers. In the other column, students will list personal ways to inform customers.

Have students prepare a list of reasons why business firms must use nonpersonal ways of communicating with prospective customers.

Have students recall recent incidents when they were motivated to make a purchase as the result of nonpersonal communications and personal communications.

References

Fuda, Nelson, The Display Specialist, Chapter 1

Wray, Advertising Services
Chapter 9

Display

Instructional Objective:

Given ads or displays to evaluate, the learner will identify those qualities which lead to (1) capturing attention, (2) arousing interest, (3) creating desire, and (4) leading to action.

3

Display

What Does the Competent Marketing Employee Do?

Know that both advertising and displays perform the functions of (1) catching attention, (2) arousing interest, (3) creating desire, and (4) leading to action

Suggested Learning Activities

Have students select a local ad from a firm that also has the featured merchandise arranged in a special display. They should analyze both the ad and the display to determine their effectiveness in (1) catching attention, (2) arousing interest, (3) creating desire, and (4) leading to action.

Have students prepare two rating sheets. One rating sheet will be for printed ads and the other for window displays. The rating sheets should contain criteria for determining the effectiveness of the ad or display in (1) catching attention, (2) arousing interest, (3) creating desire, and (4) leading to action.

References

Fuda, Nelson, The Display Specialist, Chapter 1

Wray, Advertising Services, Chapter 9

[redacted]

Instructional Objective: When asked to suggest a promotional campaign for a specific product, the learner will recognize the importance of displays coordinated with the timing of ads.

AS-4

3

What Does the Competent Marketing Employee Do?

Know that merchandise selected for display should be coordinated with the time it is being advertised

Suggested Learning Activities

Have students prepare a list of reasons why merchandise being advertised may also be advantageously displayed.

Have students select a specific type of retail store. Students should then identify products that are handled by the store which are seasonal in nature and which might be advertised and displayed simultaneously.

Ask students to interview someone who prepares displays in a local department store. They should ask the individual the following questions.

(1) How far in advance are displays planned?
(2) What is the relationship between the advertising manager and the display specialist? Do they work together in planning promotional activities?
(3) Is there an attempt to carry mutual themes in advertising and displays?

Students should report back to the class.

References

Fuda, Nelson, *The Display Specialist*, Chapter 5

IDECC, *Advertising*, *LAP 6*

Richert, Meyer, Haines, Harris, *Retailing Principles and Practices*, Part 17

Wray, *Advertising Services*, Chapter 9

Display

[redacted]

Instructional Objective: Placed in a role as a promotional consultant and confronted with a retailer desiring to make a greater impact on customers, the learner will suggest that advertising and displays be tied together.

AS-5

3

What Does the Competent Marketing Employee Do?

Tie together advertising and displays in order to make a greater impact on customers

Suggested Learning Activities

Have students select a product of their choice. The product is to be promoted as a special in a local outlet. Students should then prepare a rough layout for the printed ad. Next, students should sketch a display. Both the ad and the display should be tied together to make a greater impact on customers.

Have students find a local display and an ad which are tied together in an effort to make a greater impact on customers.

Have students select an item to be advertised. Then, have them identify appropriate companion products that might be suitable to display with the advertised product.

Example: Advertised product--barbecue grill
Companion products for display--barbecue utensils, barbecue sauces, briquettes, paper plates, etc.

References

IDECC, Display, LAP 20

Wray, Advertising Services, Chapter 9

Display

[redacted]

Instructional Objective: Given a point-of-purchase display for a specific product backed by national or chain advertising, the learner will choose to erect the point-of-purchase display.

AS-6

3

Display

What Does the Competent Marketing Employee Do?

Coordinate national or chain advertising with point-of-purchase displays

0113

Suggested Learning Activities

Have students assume the role of a sales representative for a nationally distributed product. The product is presently being advertised by the producer. The sales representative presents a point-of-purchase display to a retailer and must convince the retailer why he/she should allocate space for the point-of-purchase display.

Have students ask selected retailers why they are willing to allocate space for point-of-purchase displays. What factors do they consider in making this decision? Have students report back to the class.

CASE: Coca Cola has contracted an advertising agency to prepare national ads. In addition, Coca Cola would like for the agency to design point-of-purchase displays. In order to get retailers to allocate space for the displays, a decision has been made to design the display in such a way as to allow the retailer to add other products to the display. The theme is "Coke and party-time snacks." Sketch a design for a display that will accomplish this goal.

References

IDECC, Advertising, LAP 9

Wray, Advertising Services, Chapter 9

0114

Instructional Objective: Placed in the role of an advertising manager for a selected retail store, the learner will develop themes for seasonal and special events that will be suitable for both displays and ads.

3 What Does the Competent Marketing Employee Do?

Develop themes which can be coordinated in both displays and ads

Suggested Learning Activities

Give students a list of products to be promoted just before a special event.
Example: small power tools--Fathers' Day
Ask students to write themes which can be used in both advertising and displays.

Have students compile a comprehensive list of seasonal items carried by a department store. For each item identified, indicate the month of the year that the item will be featured in ads and displays.
Example: lawn mowers--April, May
Next, ask students to write themes for each item identified.

Have students identify themes that are currently being used that are undesirable. Students should describe why they consider the theme undesirable.
Example: An auto repair shop uses the theme: "Don't let this happen to you!" The illustration is an auto crash as a result of poor brakes. Reason for labeling the theme undesirable: scare tactic

References

Fuda, Nelson, The Display Specialist, Chapter 5

IDECC, Display, LAP 9

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 36

Wray, Advertising Services, Chapter 9

Display

Instructional Objective: Placed in the role of a store manager experiencing increased traffic as a result of advertising and sales promotion, the learner will identify ways of retaining the traffic including the display of products in a manner both pleasing and easy for the customer to shop.

3

Display

What Does the Competent Marketing Employee Do?

Know that increased traffic from advertising, special promotions and sales can only be retained by the store presenting and displaying its products in a manner both pleasing and easy for the customer to shop

Suggested Learning Activities

Have students design a layout for a department in a selected store that is presently promoting a product. Discuss the department layouts and why they were designed in the way depicted.

Have students assume that a product which they wish to purchase is available in two locations at the same price. What factors would be considered in deciding where to buy the product?

Have students relate experiences in which they encountered difficulty in shopping. They should describe the reasons.

References

IDECC, Display, LAP 3

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Unit 11

Wray, Advertising Services, Chapter 9

[redacted] **Instructional Objective:** Given a specific product presently being advertised, the learner will select the best arrangement for displaying the product and provide a rationale for the choice.

AS-9

3

Display

What Does the Competent Marketing Employee Do?

Select the best arrangement for advertised merchandise to be displayed within the store

Suggested Learning Activities

Have students select a specific product and a specific store which handles that product. Have them assume that the product is being featured in advertisements. Ask students to describe what they believe to be the ideal arrangement for displaying the product.

Have students use the local newspaper to find products presently being advertised. They should then visit the store sponsoring the ad and view the display arrangement. Ask them to evaluate the display arrangements and describe their reactions.

Conduct a class discussion on factors that should be considered when selecting the ideal arrangement for displaying advertised merchandise.

References

Fuda, Nelson, The Display Specialist, Chapter 4

IDECC, Display, LAP 18

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 34

Instructional Objective: When asked to describe the relations that should be cultivated with clients, the learner will identify those traits that would lead to serving clients in the manner or style that management desires.

What Does the Competent Marketing Employee Do?

Serve clients in the manner or style that management desires

Suggested Learning Activities

Prepare a list of traits which you feel management would like employees to display when dealing with clients.
Example: Show courtesy at all times.

Show a film or filmstrip which depicts a sales presentation. Have students to empathize with the customer. Students should then describe how they perceive the feelings of the customer.

Have students prepare a list of "do's and don't's" that should be practiced when dealing with clients.

References

Eggland, Williams, Human Relations in Business, Chapter 4

Hiserodt, Human Relations in Marketing, Chapter 5

IDECC, Selling, LAP 48

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 63

Wray, Advertising Services, Chapter 15

[redacted]

Instructional Objective: Given a specific medium, the learner will identify the image the medium would like to project in ads in order to build goodwill with clients.

AS-2

4

Human Relations

What Does the Competent Marketing Employee Do?

Know that effective advertising builds goodwill with clients

Suggested Learning Activities

Have students list reasons why various mediums engage in advertising their services. Students should also describe the image that they believe the various mediums are trying to project.

Have students collect ads which various mediums have run in order to create goodwill. Students should identify the image that the medium is attempting to project.

Have students identify various images which may be effective in building goodwill. For each image identified, students should write a headline for the ad in which the image will be projected.
Example: Image--Solidarity
Headline--"For Over Fifty Years
We Have Served Businesses
in Springfield"

References

IDECC, Advertising, LAP 1

Wray, Advertising Services, Chapter 9

[redacted]

Instructional Objective: Given case problems which depict the needs and a personality profile of a client, the learner will describe techniques that may be used in adapting to the personality and needs of the client.

AS-3

Human Relations

4

What Does the Competent Marketing Employee Do?

Adapt to the personality and needs of clients

Suggested Learning Activities

Provide each student with a list of Maslow's hierarchy of needs. Have students identify ways of satisfying these needs when dealing with clients.

Have students identify the traits of an ideal personality. After listing the traits, ask students to list in writing at least two ways of developing each trait.

Ask students to write a short paper entitled "The Importance of Empathy When Dealing With Clients."

References

Eggland, Williams, Human Relations in Business, Chapter 5

Hiserodt, Human Relations in Marketing, Chapter 5

IDECC, Human Relations, LAP 29

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Parts 8, 25

Wingate, Nolan, Fundamentals of Selling, Chapter 2, 4

Wray, Advertising Services, Chapter 15

[redacted]

Instructional Objective: After studying the importance of good personal appearance, the learner will describe how personal appearance creates impressions.

S-4

4

Human Relations

What Does the Competent Marketing Employee Do?

Be aware that good personal appearance helps create effective client impressions

Suggested Learning Activities

Have students look through magazinec and select pictures that depict a good personal appearance and show clothing that would be appropriate for various positions in advertising services.

In a group setting, have students identify the characteristics of a good personal appearance. Students may also identify those characteristics that detract from a good personal appearance.

Have students prepare a dress code manual for individuals employed in advertising services.

References

Eggland, Williams, Human Relations in Business, Chapter 3

Hiserodt, Human Relations in Marketing, Chapter 2

IDECC, Human Relations, LAP 27

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 21

Wingate, Nolan, Fundamentals of Selling, Chapter 3

Wray, Advertising Services, Chapter 15

4

Human Relations

Instructional Objective: When confronted with the problem of establishing rapport with clients, the learner will identify at least ten ways to establish a working rapport.

AS-5

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
Develop working rapport with clients	Have students define rapport and then prepare a list of ways to establish good rapport. Example: Make the client feel important. Place yourself in the client's role. etc. Obtain or prepare a dialogue of a conversation between a media rep and a client. Have students analyze the dialogue and offer suggestions on how the media rep might have established better rapport. Have students identify an individual with whom they enjoy working. Have students list reasons why they enjoy working with that individual.	Eggland, Williams, Human Relations in Business, Chapter 5 Hiserodt, Human Relations in Marketing, Chapter 5 IDECC, Selling, LAP 30 Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 8 Wingate, Nolan, Fundamentals of Selling, Chapter 9

4

Human Relations

Instructional Objective:

When confronted with a difficult client, the learner will tactfully deal with that client exercising control and remaining calm.

What Does the Competent Marketing Employee Do?

Tactfully handle difficult clients

Suggested Learning Activities

In a role playing situation, have one student play the role of a difficult client and another student act as the advertising sales rep. Then have other students judge the presentations carefully noting the tactfulness of the sales rep.

Have students list techniques and procedures to follow in handling difficult clients.

Lecture to the class on effective ways to handle difficult clients. After the lecture, have another instructor role play with you several short demonstrations which go through various client complaints. Have students react to what was done right and what was done wrong in the way the employee handled each demonstration.

References

Eggland, Williams, Human Relations in Business, Chapter 5

IDECC, Selling, LAP 43

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 62

Wray, Advertising Services, Chapter 3

Instructional Objective: Confronted with a client's complaint, the learner will take steps to handle the complaint and, at the same time, attempt to generate goodwill.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
Know that a client's complaint is an excellent opportunity to build goodwill	Have students cite several complaints that might be voiced by a client. For each complaint identified, have students identify ways in which goodwill might be generated as a result of the complaint. CASE: A retailer selling sporting goods purchased an ad to be placed in a preferred position (in the sports section) of the local newspaper. Through error, the ad appeared on a page containing social news. The retailer complained bitterly. How might this complaint be handled and at the same time generate goodwill?	Eggland, Williams, Human Relations in Business, Chapter 5 IDECC, Selling, LAP 60 Wingate, Nolan, Fundamentals of Selling, Chapter 12 Wray, Advertising Services, Chapter 15

Instructional Objective: When confronted with human relations problems, the learner will identify techniques that may be successful in achieving the desired results.

4

Human Relations

What Does the Competent Marketing Employee Do?

Know how to get results through people by practicing effective human relations

Suggested Learning Activities

During a discussion session, have students discuss what they believe to be effective human relations techniques.

Prepare a list of comments that might be voiced by employees facing human relations oriented problems.

Examples: "As long as Mary works here, I haven't got a chance."
"I tried so hard on that layout and all I got was complaints."
"She makes more money than I do; yet, I have more responsibility."
etc.

Have students prepare some alternatives for preventing such problems.

Stage a confrontation between two students in a role playing situation. One student will role play an advertising manager in a department store. The other student will role play a department head. No ads have appeared for merchandise handled by the department head for some time. The department head is very hostile when confronting the advertising manager. Have other students critique the methods employed.

References

Eggland, Williams, Human Relations in Business, Chapter 3

Hiserodt, Human Relations in Marketing, Chapter 1

IDECC, Human Relations, LAP 47

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 7

Wingate, Nolan, Fundamentals of Selling, Chapter 7

Wray, Advertising Services, Chapter 3

[redacted]

Instructional Objective:

Confronted with questions about business images, the learner will relate the value of representing the business favorably to clients and outside business associates.

AS-9

4

Human Relations

What Does the Competent Marketing Employee Do?

Represent the business favorably to clients and outside business associates

Suggested Learning Activities

Have students list factors which give favorable impressions to clients and outside business associates. Students should then list negative factors which would tarnish a business image. In a follow-up discussion, have students compare and discuss the factors.

CASE: You are employed in an advertising agency. One of your colleagues is overheard telling a client that a better deal may be obtained from a competing advertising agency. How would you handle this situation?

In buzz groups, have students create a list of reasons why it is important to represent the business favorably to outside business associates.

References

Eggland, Williams, Human Relations in Business, Chapter 4

Hiserodt, Human Relations in Marketing, Chapter 5

IDECC, Human Relations, LAP 30

Wray, Advertising Services, Chapter 15

Instructional Objective: Placed in an interacting role with a client, the learner will exhibit a sincere interest in the client and his/her problems.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
Feel that each client is an individual and show a sincere interest in their problems	Have students write a short paper on the benefits of treating a client as an individual and also showing sincere interest in their problems. Have students select a specific position within advertising services that they aspire to hold. Next, students should identify those occasions in which they will be working with clients. Have students compile a list of ways in which they can show a sincere interest in the clients and their problems.	Eggland, Williams, Human Relations in Business, Chapter 5 Hiserodt, Human Relations in Marketing, Chapter 5 IDECC, Selling, LAP 39,43 Wray, Advertising Services, Chapter 15

0139

0140

Instructional Objective: Placed in trying situations which have the potential of leading to a confrontation between employee and employee, employee and client, or employee and supervisor, the learner will maintain an objective point of view.

4

Human Relations

What Does the Competent Marketing Employee Do?

Maintain an objective point of view in problem situations

Suggested Learning Activities

From selected readings, have students answer the following questions.
(1) What is meant by "maintaining an objective point of view?
(2) List at least two advantages of maintaining an objective point of view.
(3) Cite at least one way to maintain an objective point of view.

Have students write ficticious cases where a confrontation occurs between employee and employee, employee and client, or employee and supervisor. Exchange the cases and then role play the confrontations. Other students should critique the role playing demonstrations and offer suggestions to the student acting as the employee on improving the display of an objective point of view.

Create a series of problem situations which may make it difficult to maintain an objective point of view.
Example: The boss bawled an employee out in front of others.
Have students project the probable consequences of angry reactions.

References

Eggland, Williams, Human Relations in Business, Chapter 5

Hiserodt, Human Relations in Marketing, Chapter 2

IDECC, Human Relations, LAP 12

Wray, Advertising Services Chapter 3

[redacted]

Instructional Objective: Placed in trying situations stemming from the work environment, the learner will display self-control as observed over a period of time.

AS-12

4

Human Relations

What Does the Competent Marketing Employee Do?

Exercise self-control during trying situations

0143

Suggested Learning Activities

CASE: Mary Wright is a copywriter for Ace Advertising Agency. Mary has planned for some months to leave for her vacation on Friday at noon. Her supervisor is aware of her plans and has already approved her time of departure from work. Mary has made travel arrangements and reservations. At 11 a.m. on Friday, the supervisor tells Mary that another copywriter has a golf date that afternoon and, therefore, she will have to work because a client has placed a last minute deadline on copy for an ad. How should Mary react?

Have students create trying situations, such as the one depicted in the above case. Exchange cases and have other students role play the cases. The interacting participant should be instructed to make it very difficult for the role playing employee to exercise self-control.

In buzz groups, have students list those traits which should be developed in order to exercise self-control during trying situations. Students may then compare the traits contained in the various lists.

References

Eggland, Williams, Human Relations in Business, Chapter 3

Hiserodt, Human Relations in Marketing, Chapter 2

IDECC, Human Relations, LAP 11

Wray, Advertising Services, Chapter 3

0144

Instructional Objective: Given a specific position within advertising services, the learner will cite ways of demonstrating initiative and creativity.

AS-13

What Does the Competent Marketing Employee Do?

Demonstrates initiative and creativity

Suggested Learning Activities

Have students prepare definitions of the words "initiative" and "creativity." Then ask students to cite incidents in which they have displayed these traits.

Ask students to identify a position they would like to hold in the occupational cluster of advertising services. Have students prepare a short paper on the importance of initiative and creativity to that position.

Initiative is important in all occupations. In fact, it is usually labeled as an occupational survival skill. Creativity, while also important, may have greater application in a field such as advertising or display. Have students collect samples of creativeness in advertising. The students will present the samples in a "show and tell" session and cite their reasons for selecting each sample as one that shows creativity.

References

Eggland, Williams, Human Relations in Business, Chapter 4

Hiserodt, Human Relations in Marketing, Chapter 2

IDECC, Human Relations, LAP 10

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 21, 39

Wingate, Nolan, Fundamentals of Selling, Chapter 7

[redacted]

Instructional Objective:

Given a list of instructions from a supervisor, the learner will cite reasons why such instructions should be followed.

AS-14

4

Human Relations

What Does the Competent Marketing Employee Do?

Follow instructions from supervisors

Suggested Learning Activities

CASE: You are a sales rep for a midwestern radio station. You have scheduled an appointment for 9 a.m. on Wednesday with a prospect you have been cultivating for a long time. You have learned that a sales rep from the newspaper has an appointment at 10 a.m. At 8:45 a.m. your supervisor tells you to cancel your appointments and attend a staff meeting. To do so means the prospect will probably be lost. Plot your course of action.

When might an employee be justified in ignoring instructions from a supervisor? Discuss.

References

Eggland, Williams, Human Relations in Business, Chapter 3

Hiserodt, Human Relations in Marketing, Chapter 3

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 39

Instructional Objective: When asked to cite the virtues of dependability in the work environment, the learner will describe ways in which an employee can demonstrate dependability and the importance of this trait.

AS-15

4 Human Relations

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
Be dependable in the work environment	Prepare a short paper entitled "The Dependable Employee--Traits and Characteristics." Assume the role of a personnel director in a large advertising agency. Your job is to interview and hire individuals to work for the agency. One of your concerns is that you select dependable employees. Describe the evidence that you will use in making this decision. In a brainstorming session, have students cite ways in which an employee can display dependability. Example: Always be at work on time.	Eggland, Williams, Human Relations in Business, Chapter 3, 4 Hiserodt, Human Relations in Marketing, Chapter 3

Instructional Objective: Given a series of work tasks, the learner will establish priorities and then budget time in an effective manner in order to accomplish the priorities.

4

Human Relations

What Does the Competent Marketing Employee Do?

Budget time effectively

Suggested Learning Activities

Have students state analogies between each of the following:

(1) supervision and time management
(2) work priorities and time management
(3) employee image and time management
(4) work production and time management
(5) promotions and time management
(6) salary and time management

Have students divide a sheet of paper into three columns. In column one, have students identify and list number one priorities of things that must be accomplished at home, school, or work for the next week. In the second column, number two priorities should be listed; and, in column three, things of lesser importance that should, nevertheless, be completed. At the end of the week, have students report on their accomplishments. If some priorities listed in the first two columns have not been accomplished, have students state reasons.

References

Hiserodt, Human Relations in Marketing, Chapter 2

Wray, Advertising Services, Chapter 15

AS-17

Instructional Objective: When confronted with a new and unique idea or situation, the learner will adjust and adapt to the idea or situation as demonstrated by observed behavior over a period of time.

4

Human Relations

What Does the Competent Marketing Employee Do?

Adjusts and adapts to new and unique ideas and situations

Suggested Learning Activities

Have students cite past examples of situations in which they found it necessary to adjust or adapt new and unique ideas. They should also cite reasons as to why they found it necessary to adjust or adapt to the new and unique idea.

Have students conduct research to discover some new and unique idea which led to change in the field of advertising services.

Trace the history of advertising back to the time when business shingles and criers were the only form of advertising. In a paper, the students will visualize advertising today if individuals had been unwilling to adjust or adapt new and unique ideas and situations.

References

IDECC, Human Relations, LAP 14, 15

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 39

Instructional Objective: Faced with a question concerning positive attitudes and work, the learner will describe how an employee's positive attitude is usually reflected in work.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
Know that a positive attitude is usually reflected in one's work	Have students work together in teams. Each team will develop a short skit in which an employee displays either, a positive attitude or a negative attitude. The teams may then role play the skits. After each skit, have students express their assumptions about the accomplishments of the employee at work. Have students compile a list of examples of how a positive attitude may be reflected in an individual's work. Example: The sales rep is confident the client will buy an ad and, therefore, creates a positive sales atmosphere. Have students prepare a short paper entitled "An Optimistic Attitude is a Positive Attitude."	Eggland, Williams, Human Relations in Business, Chapter 3 Hiserodt, Human Relations in Marketing, Chapter 1 IDECC, Human Relations, LAP 17 Wray, Advertising Services, Chapter 15

Instructional Objective:

Placed in a working situation with an incompatible colleague, the learner will modify behavior in order to build a sound working relationship. This behavior will be observed over a period of time.

4 Human Relations

What Does the Competent Marketing Employee Do?

Build sound working relationships in "forced" associations

Suggested Learning Activities

Have students discuss, without revealing personalities, situations in which they have been forced to interact with individuals with whom they felt they had personality conflicts. They should identify their own behavior in terms of what they did or did not do in an attempt to make the situation more comfortable.

Have students compile a list of traits, personality characteristics, and habits which they find offensive. Next, students should assume that they must work closely with an individual possessing these negative qualities. Students should then identify how they will modify their own behavior in order to work with the individual in a harmonious manner.

References

Eggland, Williams, Human Relations in Business, Chapter 3

Hiserodt, Human Relations in Marketing, Chapter 5

IDECC, Human Relations, LAP 9

AS-20

Instructional Objective: Placed in a situation where critical remarks are directed at the learner, the learner will accept the criticisim and turn it into a character-building element as observed over a period of time.

4 Human Relations

What Does the Competent Marketing Employee Do?

Accept criticism and turn it into a character-building element

Suggested Learning Activities

Have students prepare a list of critical remarks which they feel could be turned into character-building elements. Students should also prepare a list of critical remarks which they feel cannot be turned into character-building elements. For each of the latter, the students will list reasons why the remark could not be turned into a character-building element.

Have students identify an incident in which they were the target of criticism which they accepted and turned into a character-building element.

Have students submit a short paper entitled "The Positive Aspects of Criticism."

References

IDECC, Human Relations, LAP 13

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 39

Wray, Advertising Services, Chapter 3

Instructional Objective: In the classroom and on-the-job, the learner will demonstrate desirable work habits as observed over a period of time.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
Demonstrates good work habits such as punctuality, orderliness, and patience	Have students prepare a list of what they perceive to be good work habits. After each habit listed, the student should list ways to demonstrate that habit. Example: habit--punctuality demonstrated by--being on time for work each day; being on time for all appointments Define and discuss the concept of "Survival Skills in Employment." Ask students to identify work habits which might be considered "survival skills." Have students prepare a rating sheet which might be used to evaluative the work habits of individuals employed in advertising services.	Eggland, Williams, Human Relations in Business, Chapter 3 Hiserodt, Human Relations in Marketing, Chapter 2 Wray, Advertising Services, Chapter 15

Instructional Objective: Confronted with choices that call for individual actions, the learner will select an alternative and explain his/her responsibility for that choice and the subsequent actions.

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Human Relations

What Does the Competent Marketing Employee Do?

Assume responsibility for individual actions

Suggested Learning Activities

Have students define the concept of "accountability." Ask students to explain how this concept applies to their status as students. As employees? As citizens?

Ask students to select a specific position in advertising services in which they would like to be employed. Next, they are to assume that they have accepted that position. Each student should formulate a list of individual actions stemming from the work environment for which they must assume responsibility.

References

Eggland, Williams, Human Relations in Business, Chapter 4

Hiserodt, Human Relations in Marketing, Chapter 2

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 21

Instructional Objective: When confronted with questions about misrepresentations, the learner will cite reasons why people, products, services, and policies must not be misrepresented.

What Does the Competent Marketing Employee Do?

Avoid misrepresentations of people, products, services, and policies

Suggested Learning Activities

Have students look up the definition of the word "puff." Ask students to distinquish between "puffing" and misrepresentation. Ask students to find examples of ads that have made use of the "puff" concept.

Ask students to select a specific product or service offered for sale. They should then formulate a list of ways in which the product or service might be misrepresented. For each misrepresentation, cite probable consequences.

Invite an advertising manager as a guest speaker to discuss the topic of company policies. Ask the speaker to emphasize the company's view of employees that misrepresent policies. Perhaps, the speaker can provide examples.

References

IDECC, Human Relations, LAP 24

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 63

Wingate, Nolan, Fundamentals of Selling, Chapter 3

Instructional Objective:

When asked how to establish and maintain credibility, the learner will list ways to establish and maintain credibility with clients, co-workers, employees, and managers.

4 Human Relations

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
Establish and maintain credibility with clients, co-workers, employees, and managers	Have students look up the definition of credibility. Students should then prepare a list of ways in which an employee can establish and maintain credibility with clients, co-workers, employees, and managers. Ask students to collect ads in which they feel the sponsors have used techniques that establish credence. Business firms would like to employ credible employees. Assume that you are a personnel director for a large TV station. You will be interviewing individuals seeking a position as a sales rep. What evidence will you seek to determine if a candidate will be a credible employee?	Hiserodt, Human Relations in Marketing, Chapter 2 IDECC, Human Relations, LAP 23 Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 21 Wray, Advertising Services, Chapter 3

Instructional Objective:

When asked what conditions in the work environment lead to satisfying social experiences, the learner will identify the conditions and list ways employees can contribute in establishing such conditions.

Human Relations

4

What Does the Competent Marketing Employee Do?

Know that conditions should be such that working proves to be a satisfying social experience as well as a means of making a livelihood

Suggested Learning Activities

Ask students to identify those conditions in the work environment that would lead to satisfying social experiences. For each condition identified, have students list ways that employees can contribute in order to establish the condition.

Have students interview an employee engaged in advertising services. The students should be instructed to find out what conditions exist that cause the employee to view the work environment as a satisfactory or unsatisfactory social experience.

Have students write a short paper entitled "The Effects of Satisfying Social Experiences in the Work Environment."

References

Hiserodt, Human Relations in Marketing, Chapter 4

IDECC, Management, LAP 14

Wray, Advertising Services, Chapter 3

Instructional Objective: When asked to define harmonious working relationships, the learner will cite the need of understanding others and showing sensitivity to their feelings.

What Does the Competent Marketing Employee Do?

Be aware that understanding others and one's self is basic to working harmoniously together

Suggested Learning Activities

Have students prepare examples of conflicts between employees that stemmed from a lack of understanding.

Example: Bill, a sales rep, is upset because Tony, another sales rep, has been assigned to one of his former clients.
(The fact is Tony was assigned to the client in order to balance the work loads.)

For each example prepared, have students indicate how the lack of understanding might be avoided.

Example: At the time the client is assigned to Tony, inform Bill of the reason.

Prepare a list of statements that one employee might verbalize to another that might lead to conflict.

Example: That headline doesn't make any sense at all."

Have the students recast the statements in order to communicate the idea in a more tactful manner.

Example: I haven't been able to grasp the meaning of the headline. What message are you trying to convey?

References

Eggland, Williams, Human Relations in Business, Chapter 1

Hiserodt, Human Relations in Marketing, Chapter 2

IDECC, Human Relations, LAP 20

Instructional Objective: Placed in the status of an employee, the learner will identify those traits and characteristics most likely to favorably impress other people.

4 Human Relations

What Does the Competent Marketing Employee Do?

Know that worker's satisfactory job performance includes not only what he/she does, but also how he/she influences other people, whether good or bad

Suggested Learning Activities

CASE: Bradley Davis is the layout specialist in a large newspaper display ad department. Bradley's layouts are considered excellent. However, he offends almost everyone with whom he comes into contact. Sales reps, copywriters, artists, account executives--all have expressed displeasure with having to work with Bradley. In fact, several artists and copywriters have left their positions because of Bradley. The personnel director has now reached the point where extreme difficulty is being encountered in filling those positions. What alternatives are available in this situation?

Have students review the various positions that exist in advertising services. After reviewing the list, students should indicate those positions in which an employee has the greatest opportunity to influence people. The least opportunity?

Have students prepare a list of traits and characteristics that are most likely to have a favorable influence on people.
Example: Honesty
Dependability
etc.

References

Hiserodt, Human Relations in Marketing, Chapter 3

Wray, Advertising Services
Chapter 3

Instructional Objective: Faced with on-the-job requirements such as deadlines, conflicts, etc., the learner will adjust to such pressures--as observed over a period of time.

What Does the Competent Marketing Employee Do?

Adjust to demands of job requirements such as deadlines, pressures, conflicts, etc.

Suggested Learning Activities

Have students identify the types of deadlines that each of the following advertising employees encounter.

Sales rep--time or space
Copywriter
Layout person
Lease person (outdoor billboards and transit space)
Direct mail specialist

Ask students to interview a local retailer that engages in intensive advertising campaigns. Ask the retailer what would be his/her reactions if a medium failed to meet a deadline and the ad or commercial did not appear. Students may then report back to the class.

Job pressures may stem from the requirements; however, many authorities believe that most job pressures are self-imposed. Have students prepare a list of job pressures that are self-imposed.

References

Hiserodt, Human Relations in Marketing, Chapter

Instructional Objective: Placed in an employment situation, the learner will express a positive attitude in conversations about individual responsibilities and department and company operations--as observed over a period of time.

4

Human Relations

What Does the Competent Marketing Employee Do?

Maintain positive attitude toward individual responsibilities and/or department or company operations

Suggested Learning Activities

Have students divide a sheet of paper into three columns. In each column, the student will list ways of demonstrating a positive attitude toward individual responsiblities, department operations, and company operations.

Example:

Individual Responsibility	Department Operations	Company Operations
Performing work tasks without complaint.	Suggesting ways to improve efficiency.	Speaking favorably to others about the company.

Invite an advertising manager to speak on the topic "The Importance of A Positive Attitude Toward Work Responsibilities and Department and Company Operations."

References

Eggland, Williams, Human Relations in Business, Chapter 3

Hiserodt, Human Relations in Marketing, Chapter 8

Wray, Advertising Services, Chapter 3

4 Human Relations

Instructional Objective: When asked why individuals fail in advertising positions, the learner will express reasons stemming from human relations as well as job performance.

AS-30

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
Know that next to job performance, human relations is an employee's greatest responsibility	Ask students to find statistics showing reasons why individuals lose their jobs. The students may then discuss their findings and classify the reasons into the categories of job performance or human relations. Have students prepare a paper entitled "The Art of Human Relations." Ask a personnel director to appear as a guest speaker. Ask the personnel director to discuss the more salient reasons why individuals lose their jobs.	Hiserodt, Human Relations in Marketing, Chapter 1 Wray, Advertising Services, Chapter 3

Instructional Objective:

Given a list of personnel policies, the learner will cite benefits of such policies to the company and to the employees.

4

Human Relations

What Does the Competent Marketing Employee Do?

Know that the company's personnel policies are established for the benefit of the company and the employees

Suggested Learning Activities

Obtain a copy of a firm's personnel policies. Have students analyze each policy in terms of benefits for the firm and for the employee.

Have students visualize an employment situation in which personnel policies have not been established. Then, ask students to list the disadvantages for both the company and the employees.
Example: Employees may take longer break periods than desirable.

Have students select an advertising department in a retail establishment or for a medium. The students will then prepare a list of personnel policies which they perceive to be desirable. Students should then defend each policy in terms of benefits for employees or employers.

References

Hiserodt, Human Relations in Marketing, Chapter 4

IDECC, Human Relations, LAP 40

Instructional Objective: Placed in a work environment, the learner will work cooperatively with other employees, supervisors and management by showing sensitivity to their needs and motivations--as observed over a period of time.

4 Human Relations

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
Work cooperatively with other employees, supervisors and management and be aware of their needs and motivations	Have students prepare a list of motivational techniques which may be effective in a work environment. Example: Compliment an employee whose work deserves recognition. Give students a list of Maslow's hierarchy of needs. For each need, the student will identify ways in which that need may be satisfied in the work environment. The needs and motivations of employees differ from the needs and motivations of owner-managers. Have students identify how the needs and motivations differ for the two groups.	Eggland, Williams, Human Relations in Business, Chapters 3, 4 Hiserodt, Human Relations in Marketing, Chapter 4 IDECC, Human Relations, LAP 22 Wray, Advertising Services, Chapter 3

Instructional Objective: When faced with a question concerning the importance of orientation sessions for new employees, the learner will defend the sessions in terms of helping new employees understand policies.

What Does the Competent Marketing Employee Do?

Know that employees will comply more readily with policies they understand

Suggested Learning Activities

Obtain a policy manual from a firm employing individuals in the area of advertising services. Have students assume the role of a personnel director. Assume the firm will conduct an orientation session for new employees. The personnel director is responsible for making sure the new employees understand policies. Have students role play their part of the orientation session. Other students may critique the role playing situations and point out ways to improve the presentations.

Have students seek out an employee in advertising services. They should ask the the employee how he/she was made aware of their firm's policies.

Have students prepare some short skits which dramatically protray an employee that has violated a company policy. The violation should not be intentional; instead, it occurs because a policy was not understood. Have students role play some of the skits.

References

Hiserodt, Human Relations in Marketing, Chapter 5

IDECC, Human Relations, LAP 41

Instructional Objective:

Given an organizational chart, the learner will trace lines of authority and state reasons why immediate supervisory personnel should not be bypassed.

AS-34

What Does the Competent Marketing Employee Do?

Know that lines of authority should be followed so that a department head or supervisor's position may not be weakened by management ealing directly with employees on matters that are logically in the supervisor's domain

Suggested Learning Activities

Ask students to find organizational charts showing line and staff arrangements for a business engaged in advertising services. Then, ask students to provide reasons why employees at certain levels should not bypass individuals appearing above them on the organizational chart.

Have students assume that they hold the title of president of an advertising agency. One of the secretaries in the accounting department has made an appointment to meet with the president. The secretary's immediate supervisor, the director of billing, is unaware of the appointment. The matter that the secretary wishes to discuss is a reduction in working hours. Have students respond in terms of how they should handle the situation.

References

Eggland, Williams, Human Relations in Business, Chapter 6

Hiserodt, Human Relations in Marketing, Chapter 6

IDECC, Management, LAP 1

Instructional Objective:

Given a situation in which an employee has made a costly mistake, the learner will tactfully identify the mistake and offer constructive suggestions.

AS-35

What Does the Competent Marketing Employee Do?

Tactfully identify mistakes employees have made and help them constructively correct them

Suggested Learning Activities

Help students select a specific position that they would like to enter in the field of advertising services. Next, students should prepare a list of mistakes that might be made by an employee holding that position.

Example: A layout person submitted a layout for production that did not contain the client's logo nor other sponsor identification. The ad appeared in that form.

For each item on the list, the student should indicate how to tactfully point out the mistake and offer suggestions for alleviating such mistakes.

Ask students to recall incidents in which someone pointed out a mistake to them in a tactful manner and then made constructive suggestions. They should also indicate why they were not offended.

CASE: Mary Finley, an advertising sales rep for a newspaper, make the mistake of losing her temper and arguing with a client. The client was upset and called Mary's supervisor. What constructive suggestions might the supervisor offer?

References

IDECC, Management LAP 12

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 57

Wray, Advertising Services, Chapter 3

Instructional Objective:

When asked to express beliefs about motivational factors in a harmonious working environment, the learner will indicate the importance of employees feeling that their efforts are appreciated.

4. Human Relations

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
Believe that each employee should be made to feel his/her efforts are really appreciated	Have students prepare a list of ways in which an employee might be made to feel that efforts expended were appreciated. Example: A bonus check Identify students presently employed or those with work experience. Have them cite incidents in which someone in the work environment made them feel that their efforts were really appreciated. Have students interview an advertising manager. They should seek answers to the questions: "How do you make each employee feel that his/her efforts are really appreciated?" "Why is this important?"	Hiserodt, Human Relations in Marketing, Chapter 5 IDECC, Management, LAP 14 Wingate, Nolan, Fundamentals of Selling, Chapter 7 Wray, Advertising Services, Chapter 3

AS-37

Instructional Objective: Given situations in which working conditions are changed without employee input, the learner will cite the potential for human relations problems.

What Does the Competent Marketing Employee Do?

Believe that employees should have a part in planning those things which affect their working conditions

Suggested Learning Activities

Have students interview an employee of a firm engaged in advertising services. The purpose of the interview is to discover the extent that employees are involved in planning those things that affect their working conditions. The students should also ask in what way working conditions affect human relations.

Have students formulate a list of policies which would have an affect on working conditions.
Example: All long distant telephone calls must be approved by department heads.
For each policy stated, identify the potential for human relations problems if employees have not been involved in formulating the policy.

References

Eggland, Williams, Human Relations in Business, Chapter 4

Hiserodt, Human Relations in Marketing, Chapter 4

IDECC, Management, LAP 14

Wingate, Nolan, Fundamentals of Selling, Chapter 7

Instructional Objective

When asked to cite ways in which an employee can help build morale, motivation, and loyalty, the learner will answer to the satisfaction of the individual posing the question.

AS-38

What Does the Competent Marketing Employee Do?

Build employee morale, motivation, and loyalty

Suggested Learning Activities

Some individuals may feel that building employee morale, motivation, and loyalty is completely a managerial function. Others believe that co-workers can affect morale, motivation, and loyalty. Ask students to present their viewpoints. In what ways can co-workers contribute to the development of morale, motivation, and loyalty?

Ask students to create skits in which one employee's actions effect the morale, motivation, and loyalty of co-workers. Some of the skits may be role-played to emphasize the point.

Ask students to prepare a paper entitled "Good Human Relations Lead to High Levels of Morale, Motivation, and Loyalty."

References

Eggland, Williams, Human Relations in Business, Chapter 4

IDECC, Human Relations, LAP 50

Wray, Advertising Services, Chapter 17

Instructional Objective:

Given an employee complaint or grievance, the learner will explain the importance of handling the complaint or grievance in a fair and effective manner.

What Does the Competent Marketing Employee Do?

Handle employee complaints and grievances in a fair and effective manner

Suggested Learning Activities

Invite a personnel director to discuss the importance of handling complaints and grievances in a fair and effective manner.

Have students visualize a situation wherein an employee had a legitimate complaint that was not handled in a fair or effective manner. Ask the students to project what they feel the consequences might be on morale. Motivation? Loyalty? Human relations?

Employee grievances may stem from poor human relations. Ask students to develop examples of such situations. Some of the examples may be role-played. After the role-playing demonstrations, students should identify how the application of good human relations could have prevented the grievance.

References

IDECC, Management, LAP 16

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 57

Wray, Advertising Services, Chapter 3

Instructional Objective: Given an objective formulated by a manager, the learner will identify ways in which employees benefit as a result of striving to achieve the objective.

What Does the Competent Marketing Employee Do?

Know that supervisors or managers accomplish results by encouraging employees to work toward mutually beneficial objectives

Suggested Learning Activities

CASE: The manager of the McCart Auto Agency wants to sell 500 cars during the month of July. He has asked the Illini Advertising Agency to prepare an advertising campaign that will help achieve this objective. The vice-president in charge of creative activities at Illini Advertising Agency has just told employees in the creative activities department that their goal is to help the client achieve the stated objective. In what ways is this goal mutually beneficial to employees as well as the vice-president?

Invite an advertising manager to discuss his/her viewpoints as to how goals are mutually beneficial to employees as well as managerial personnel.

Mary Heath sells commercial time for a radio station. She has just received her sales quota for March. The quota is $30,000. Mary is paid a straight salary. Why is meeting the quota an important or beneficial goal for Mary? Have students express their viewpoints.

References

Eggland, Williams, Human Relations in Business, Chapter 4

Hiserodt, Human Relations in Marketing, Chapter 6

IDECC, Human Relations, LAP 49

Wray, Advertising Services, Chapter 17

Instructional Objective: Confronted with statements of opposition to advertising, the learner will defend advertising and explain how it plays a role in mass distribution.

What Does the Competent Marketing Employee Do?

Appreciate advertising in its role as mass seller, bringing together buyer and seller and helping promote mass distribution for an economy geared to mass production

Suggested Learning Activities

Have students write a short paper entitled "Advertising's Role in Mass Distribution."

In buzz groups, have students prepare a list of probable effects on the economy of the United States if advertising was stopped today. The students may then compare their lists in a group session.

Make arrangements for a group of students to conduct a debate on the virtues of advertising. One team will present the "pros" and the other team will present "cons." (Students should be given adequate time to prepare for this assignment.)

References

IDECC, Advertising, LAP 1

Klaurens, The Economics of Marketing, Chapter 1

Samson, Advertising Planning and Techniques, Section 1

Warmke, Palmer, Nolan, Marketing in Action, Chapter 13

Wray, Advertising Services, Chapter 1

Instructional Objective: When asked to explain the "value added" concept, the learner will identify marketing activities that contribute to the value of a given product.

What Does the Competent Marketing Employee Do?

Demonstrate an understanding of the "value added by marketing" concept

Suggested Learning Activities

Write the following question on the board: "In what ways does advertising contribute to the 'value added by marketing' concept?" Record student responses and discuss each response.

Many individuals believe that prices would be lower if advertising was eliminated. Ask students to prepare what they consider to be an ideal response to counter this belief. Discuss the responses.

Have students prepare a list of marketing activities that contribute to the "value added by marketing" concept.
Example: Protective packaging

References

Warmke, Palmer, Nolan, Marketing in Action, Chapter 2

Wray, Advertising Services, Chapter 1

Instructional Objective: When asked to explain the influence of competition, the learner will indicate how competition is reflected in prices, promotion, and distribution goals.

AS-3

What Does the Competent Marketing Employee Do?

Demonstrate an understanding of competition and its influence on prices, promotion, and distribution goals

Suggested Learning Activities

Have students write short descriptive histories which show how the promotional efforts of one business firm have influenced the promotional efforts of another.

Have students interview a retail store manager. They should attempt to find out how competitors influence the prices, promotion, and distribution goals. Ask the manager if his/her store leads competition or if competitors lead. Students should report back to the class.

Have students look for an advertised product at a special low price. They should then watch competitors for the next few days to see if they counteract. Students may then report back to the class.

References

Klaurens, The Economics of Marketing, Chapter 2

Mason, Rath, Ross, Marketing and Distribution, Part 26

Samson, Advertising Planning and Techniques, Section 2

Wrav, Advertising Services, Chapters 8 and 9

[redacted]

Instructional Objective:

Given a series of business problems in which the profit motive is to be applied to sales volume, price determination, and cost, the learner will explain how the profit motive interacts in each problem.

AS-4

Marketing/Economics 5

What Does the Competent Marketing Employee Do?

Demonstrate an understanding of profit and the profit motive to sales volume, price determination, cost (fixed and variable), and breakeven points

Suggested Learning Activities

Have students prepare a series of charts or posters that could be used in a presentation to demonstrate how the profit motive interacts with each of the following:

(1) sales volume
(2) price determination
(3) cost (fixed and variable)
(4) breakeven points

Have students use the prepared aids in actual presentations.

Present an illustrated lecture designed to help students understand the influence of the profit motive as reflected in sales volume, price determination, cost (fixed and variable), and breakeven points.

References

Klaurens, The Economics of Marketing, Chapter 2

Instructional Objective: When asked to identify economic indicators, the learner will cite the source of such indicators.

Marketing/Economics 5

What Does the Competent Marketing Employee Do?

Locate and use sources of information on economic indicators to forecast expected sales

Suggested Learning Activities

Have students prepare a list of economic indicators that are used to forecast sales. For each indicator identified, cite the source.

Invite an economics teacher to discuss the topic of economic indicators.

Have students select a line of products that are viewed as major purchases (autos, TV sets, etc.). Students should then use economic indicators to forecast sales for an extended period of time. At the end of the period, compare sales with the forecast.

Have students find articles that use economic indicators to forecast future sales. Students should prepare a critique of the article and submit it to the teacher.

References

IDECC, Mathematics, Lap 49

Warmke, Palmer, Nolan, Marketing in Action, Chapter 10

Instructional Objective: Upon request, the learner will explain the effects of recession and/or inflation on sales and promotion--to the satisfaction of the teacher.

What Does the Competent Marketing Employee Do?

Demonstrate an understanding of the effects of recession and/or inflation on sales and promotion

Suggested Learning Activities

Invite a well qualified banker to discuss the causes of recession and inflation. Ask the banker to provide examples of how recessions and periods of inflation affect sales and promotion.

Have students select an owner-manager of a retail establishment with several years of experience. They should interview that owner-manager to discover answers to the following questions:

(1) How are your promotional efforts affected by recession? Why?
(2) How are your sales affected by recession? Why?
(3) What affect does a period of inflation have on your promotional efforts? Why?
(4) What affect does a period of inflation have on your sales? Why?

Have students prepare a list of products for which the buying decision may be delayed during periods of recession.
Example: autos

References

Bodle, Corey, Retail Selling, Chapter 19

Wray, Advertising Services, Chapter 9

Instructional Objective: Given examples of laws, regulations, and governmental agencies, the learner will explain the effects of the law, regulation, or agency to business organizations--to the satisfaction of the teacher.

Marketing/Economics 5

What Does the Competent Marketing Employee Do?

Demonstrate an understanding of the effects of laws, regulations, and agencies of the government on business organizations

Suggested Learning Activities

Invite a representative from the Small Business Administration to speak to the class on the topic "The Effects of Laws, Regulations and Governmental Agencies on Business Organizations."

Assign selected readings on laws, regulations, and governmental agencies that have an impact on business organizations. Follow-up with a session during which students cite examples (actual or ficticious) of the effect of each law, regulation, or governmental agency on business organizations.

If students are receiving on-the-job training, ask the students to prepare reports on the effects of laws, regulations, and governmental agencies at their employment site.

References

IDECC, Product and Service, LAP 31

Wray, Advertising Services, Chapter 10

Instructional Objective: Given an organization chart of a specific business firm, the learner will explain how the organization reflects the division of work and allows for the functions of management to be performed in an efficient manner.

Marketing/Economics 5

What Does the Competent Marketing Employee Do?

Understand the organization of a business enterprise and the functions of management

Suggested Learning Activities

Have students select an organization that provides employment possibilities for advertising personnel. The students should obtain or draw an organizational chart for that organization. They should then prepare a rationale to explain the components of the organization (departments or divisions) in terms of the division of work.

In a brainstorming session, have students identify tasks performed by managers. After the list of tasks has been generated, have students classify tasks into the following functional areas: planning, organizing, leading, and controlling.

Invite the manager of an advertising agency to illustrate and explain the organizational pattern used in that agency. The speaker should then elaborate on his/her functions and responsibilities.

References

Mason, Rath, Ross, Marketing and Distribution, Part 39

Warmke, Palmer, Nolan, Marketing in Action, Chapter 13

Instructional Objective:

Presented with a series of business decisions, the learner will determine which of the decisions present a risk and explain why the business may be willing to take the risk.

Marketing/Economics 5

What Does the Competent Marketing Employee Do?

Know that it is necessary to take certain business risks in order to incorporate improved operations and increase business

Suggested Learning Activities

Have students select an advertising organization within which they would like employment. They should then formulate business risks which might be taken by that organization in an effort to improve operations and increase business.

CASE: WCLU, a radio station in a midwestern city, is faced with a problem. Operational costs at the station have steadily increased. To satisfy stockholders, the station needs to generate more profit. The station is considering an increase in the rate charged for airing commercials. The sales reps are opposed to the proposed rate and indicate their belief that an many as one-fourth of their clients may be lost. If the station does not increase rates, it is believed that it will be operating very near to the breakeven point. Is the risk of increasing rates and possibly losing clients acceptable?

Ask students to react to the following premise: "Everytime an advertisement is placed, the sponsor of that ad takes a risk."

References

IDECC, Management, LAP 23

Mason, Rath, Ross, Marketing and Distribution, Part 41

[redacted]

Instructional Objective: Given examples of both tangible and intangible factors that may influence business, the learner will explain how both tangible and intangible factors may influence business--to the satisfaction of the teacher.

AS-10

Marketing/Economics 5

What Does the Competent Marketing Employee Do?

Know the intangibles of business such as human relations factors, long-run economic factors and innovations which may influence business

Suggested Learning Activities

Provide students with a definition of "intangible." Next, have students identify as many intangibles as possible which may influence business.

Write the following statement on the board: "Goodwill is the most important intangible that a business firm can possess." Divide the class into two groups. One group will defend the statement while the other group will challenge the statement.

Have students cite the advantages of "tangible" advertisements (those that can be seen and touched) over "intangible" advertisements. Turn the proposition around and have students identify the advantages of "intangible" advertisements over "tangible" advertisements.

References

IDECC, Management, LAP 19

Warmke, Palmer, Nolan, Marketing in Action, Chapter 3

[redacted] **Instructional Objective:** Given situations such as strikes and demonstrations, the learner will cite ways that such situations may influence business.

Marketing/Economics 5

What Does the Competent Marketing Employee Do?

Be aware of local and national economic factors such as strikes and demonstrations which may influence one's business

0221

Suggested Learning Activities

Have students assume that the largest employer in the area is experiencing a strike. They should explain how the strike may influence certain businesses. Which retailers are likely to be more effected than others? Which least? Will the strike have an effect on area advertising?

Invite a representative from a labor union to speak on the effect labor unions have on a business organization.

Have students conduct a debate on whether labor unions are beneficial to a business organization.

References

IDECC, Management, LAP 19

0222

[redacted] **Instructional Objective:** Within the local marketing area and given a specific business organization, the learner will identify possible competitive conditions and ways to keep informed of such conditions.

What Does the Competent Marketing Employee Do?

Keep informed of competitive conditions in the market area which the company serves

Suggested Learning Activities

Have students prepare a list of ways that an individual can use to keep informed of competitive conditions in the market area. Example: Comparison shopping

Have students prepare examples of ways that business firms compete in addition to prices. Example: More liberal credit terms

Ask students to assume that they hold the position of advertising sales manager in a local media department. A meeting of the sales staff has been scheduled. At that meeting, the sales manager will spend five-minutes stressing the need for sales reps to keep informed of competitive conditions. The presentations may be presented to the class or taped and submitted to the teacher.

References

Samson, Advertising Planning and Techniques, Section 3

Wray, Advertising Services, Chapters 9 and 16

Instructional Objective: Placed in the role of a business consultant and given a specific business organization, the learner will determine the strengths and weaknesses of competitors.

What Does the Competent Marketing Employee Do?

Determine strengths and weaknesses of competitors

Suggested Learning Activities

Give students a list of local media vehicles. Have the students cite the strengths and weaknesses of each vehicle.

Divide the class into six groups. Each group will be given one of the following mediums:
(1) TV
(2) Radio
(3) Newspaper
(4) Magazines
(5) Direct Mail
(6) Outdoor Billboards
Each group should prepare a list of reasons why their medium is superior to the others.

Conduct a discussion on why individuals employed in advertising services should be aware of the strengths and weaknesses of their clients' competitors.

References

Samson, Advertising Planning and Techniques, Section 8

Wray, Advertising Services, Chapter 7

[redacted] **Instructional Objective:** When asked to describe local business activities, the learner will identify such activities in a knowledgeable and well-informed manner.

AS-14

Marketing/Economics 5

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
Be aware of local business activities	Write on the board "Local Business Activities." Then record those activities cited by members of the class. Examples: Sears is closing the downtown store and moving into a new store at the shopping center. The A & P Store will conduct drawings for money prizes every Thursday evening. After the list has been generated, ask students to explain how such information would be useful to individuals employed in advertising services. Invite the president of the local chamber of commerce to discuss local business activities in the community. Ask him/her to elaborate on sources of information about local business activities.	Samson, Advertising Planning and Techniques, Section 2 Wray, Advertising Services, Chapter 16

Instructional Objective:

When asked to identify common goals and problems which business organizations share, the learner will give examples of such goals and problems and cite examples of how working relationships have been valuable in solving the problems or achieving the goals.

What Does the Competent Marketing Employee Do?

Believe that since business organizations have many common goals and problems, they should maintain cordial working relationships which will permit a flow of ideas among them

Suggested Learning Activities

Have students interview a member of an ad club. What are the common goals? How does the organization work together to achieve common goals?

Invite the chairperson of the retail merchants association to appear as a guest speaker. Ask the speaker to identify common goals and problems which the group shares. Since competitors are obviously among members, does this ever hamper working relationships?

In a discussion session, ask students to identify problems which they feel downtown businesses share. Next, they should cite examples of how these businesses have cooperated to solve their common problems.

References

Wray, Advertising Services, Chapter 10

[redacted]

Instructional Objective: When asked to identify the benefits of sales promotion, the learner will cite benefits for salespersons, customers, businesses, and the economy--to the satisfaction of the teacher.

What Does the Competent Marketing Employee Do?

Appreciate the scope of sales promotion and its importance to the salesperson, customer, and business, as well as to the entire economy of the nation

0231

Suggested Learning Activities

Have students prepare a list of sales promotion techniques. For each technique identified, students should identify how advertising may be used in conjunction with the technique for greater impact.

Ask students to prepare a short paper entitled "The Importance of Sales Promotion and Advertising in Self-service Marketing."

Have students divide a sheet of paper into four columns. Write the following captions, one for each column, across the top of the paper: salesperson, customer, business, and economy. Within the columns, list the benefits of sales promotion to each.

References

Klaurens, The Economics of Marketing, Chapter 1

Mason, Rath, Ross, Marketing and Distribution, Part 29

Warmke, Palmer, Nolan, Marketing in Action, Chapter 11

0232

Marketing/Economics 5

AS-17

Instructional Objective:

Placed in the role of a speaker and given the topic "Effects of the Consumerism Movement Upon Advertising," the learner will present the effects and provide illustrative examples--to the satisfaction of the teacher.

What Does the Competent Marketing Employee Do?

Demonstrate an understanding of the effects of the consumerism movement upon advertising

Suggested Learning Activities

Lecture to the students on the topic of the effects of the consumerism movement upon advertising.

Have students prepare a short questionnaire designed to elicit consumer viewpoints about advertising. (Note: Questions should deal with truth in advertising, use of competitor's products by name, the use of appeals, ads designed for children, etc.) Choose a small sample and have students administer the instrument. After the responses have been tabulated, conduct a discussion session in which students discuss how they feel the effects of consumer responses influence advertising.

Invite an individual who does creative work in the design of ads to speak to the class. Ask that individual to discuss the effects of the consumerism movement on the advertising message.

References

Klaurens, The Economics of Marketing, Chapters 3 and 4

Mason, Rath, Ross, Marketing and Distribution, Unit 2

Samson, Advertising Planning and Techniques, Section 1

Warmke, Palmer, Nolan, Marketing in Action, Chapter 9

[redacted]

Instructional Objective: When asked, the learner will cite reasons for questionning established methods and for being receptive to new ideas and innovations--the reasons being appropriate as judged by the teacher.

AS-18

Marketing/Economics 5

What Does the Competent Marketing Employee Do?

Know that established methods should be constantly questioned and new ideas incorporated to improve service to the customer

Suggested Learning Activities

Have students interview an individual who has worked several years in advertising. They should ask that individual to note changes that have occurred over a period of time. Report back to the class.

Have students clip ads that incorporate statements of services provided to customers.
Example: "Use your charge card"
The students should bring the ads to class and indicate whether the service has always been available. How does it benefit the customer?

Ask students to identify rather recent innovations in advertising.
Example: Local ads on the Cable TV news and weather channel

References

IDECC, Operations, LAP 27

[redacted]

Instructional Objective: After studying the rules of the Federal Trade Commission, the learner will describe protective measures as they apply to various products.

AS-19

Marketing/Economics 5

What Does the Competent Marketing Employee Do?

Be familiar with Federal Trade Commission protective measures as they apply to various products

Suggested Learning Activities

Have students find recent articles which describe the Federal Trade Commission taking action against an advertiser. Have the students bring the articles to class and give a brief, oral report.

Have students select a specific product. They should then study Federal Trade Commission rules to determine if protective measures exist as applied to advertising or packaging that product.

Ask students to study selected assigned readings to find out what actions the Federal Trade Commission is empowered to take against business firms that violate FTC rules.

References

IDECC, Product and Service, LAP 31

Wray, Advertising Services, Chapter 10

Instructional Objective:

Given an objective test over provisions of the Pure Food, Drug, and Cosmetic Act, the learner will complete the test with a score of at least 80 percent.

What Does the Competent Marketing Employee Do?

Be familiar with the provisions of the Pure Food, Drug, and Cosmetic Act

Suggested Learning Activities

Have students prepare written reports which highlight the provisions of the Pure Food, Drug, and Cosmetic Act.

From selected assigned readings, have students find the answers to the following questions:

(1) What governmental agency is responsible for enforcing the Act?
(2) In the eyes of this governmental agency, what does labeling include?
(3) What specific information must be contained on the label?
(4) What guidelines must be followed in designing containers?
(5) What is the penalty for practices prohibited by the Act?
(6) What happens to misbranded products?

References

IDECC, Product and Service, LAP 31

Wray, Advertising Services, Chapter 10

Instructional Objective: Given examples of deceptive practices in advertising, the learner will recognize the violation and identify the regulation that prohibits the practice.

AS-21

Marketing/Economics 5

What Does the Competent Marketing Employee Do?

Follow legislation regarding regulations on advertisements of certain items

Suggested Learning Activities

Have students utilize reference materials to discover state laws that apply to advertising. Ask students to make a list of practices that are specifically unlawful.

Invite a state legislator to appear before the class and discuss state laws that regulate advertising.

Prepare a list of practices which are questionable.

Examples: Stating that a product is guaranteed without saying for how long.

Advertising a "leader" when only a few of the items are in stock.

Ask students to react to each practice in terms of whether the practice violates federal or state regulations.

References

Wray, Advertising Services, Chapter 10

Instructional Objective:

Given a specific advertising organization, the learner will identify those positions requiring managerial skills and cite sources of employees to fill those positions.

AS-1

6

Management

What Does the Competent Marketing Employee Do?

Know that since the future of the business is dependent upon the quality of future managers, a definite program for recruitment and development of future managerial personnel should be a part of every business

0243

Suggested Learning Activities

Have students select organizational charts depicting various advertising agencies, media departments, retail advertising departments, etc. Next, they should identify managerial positions appearing in the organizational chart. For each managerial position identified, students should list the best sources for finding individuals possessing the qualifications needed.

Have students assume that they are employed as a personnel director in an advertising agency. The agency would like to employ (1) a production manager and (2) a market research analyst. Students should prepare job descriptions for these positions. They should also establish a list of contacts they will use in finding applicants. (Students may wish to seek assistance from individuals presently employed in an advertising agency.)

References

Gillespie, Hecht, Retail Business Management, Second Edition, Chapter 9

IDECC, Management, LAP 13

0244

[redacted] **Instructional Objective:** Given a specific business objective related to advertising services, the learner will analyze the ability of present employees to accomplish the objective and suggest additional employees that may be needed.

AS-2

6

Management

What Does the Competent Marketing Employee Do?

Determine when additional employees are needed in order to accomplish desired business objectives

Suggested Learning Activities

Prepare a list of business objectives that might be representative of those encountered in advertising services.

Example: To add six new clients during the month of April

To promote a new and unique product added as the result of company diversification

For each objective listed, have students discuss the need for additional advertising employees.

CASE: The Donally Department Store has a small advertising department which contains only two employees. These employees prepare and place a couple of ads each week in the local newspaper. Donally Department Store recently acquired three additional department stores in nearby communities. Donally wants to become well known in the area and, thus, will add radio and TV commercials as well as continue the newspaper ads. All ads and commercials will feature store traffic building merchandise and will be changed frequently. Prepare an organizational chart for the advertising department that you feel would be adequate. The chart will show the additional personnel and their specific functions.

References

IDECC, Human Relations, LAP 54.

Wray, Advertising Services Chapter 17.

Instructional Objective:

Given a specific position in advertising services, the learner will identify state laws regulating the employment of minors, wage and hours, and physical examinations--as they apply to that position.

AS-3

6

Management

What Does the Competent Marketing Employee Do?

Know that attention must be paid to state and local laws regulating the hiring of minors, wages and hours, and health examinations

Suggested Learning Activities

Have students interview an advertising manager in a firm that provides career opportunities commensurate with their own career objectives. They should be instructed to find out what state laws regulating employment, wages and hours, and working conditions have implications for the firm.

Invite a personnel director from an employment agency to appear as a guest speaker. Ask the director to discuss state laws regulating the hiring of minors, wages and hours, physical examinations, and other aspects of employing new workers.

Conduct a discussion session in which students express reasons why state legislators are motivated to pass laws concerning:
(1) the employment of minors
(2) wage and hour laws
(3) physical examinations for certain occupations

References

Gillespie, Hecht, Retail Business Management, Second Edition, Chapter 10

IDECC, Management, LAP 6

[redacted] **Instructional Objective:** Given a potential employee, the learner will obtain all necessary data and offer pertinent information about the business--its operation and policies.

AS-4

6

Management

What Does the Competent Marketing Employee Do?

Interview potential employees, obtaining all necessary data and offering them information concerning the business--its operation and policies

Suggested Learning Activities

Have students select a firm which offers opportunities for individuals in advertising services. Ask the students to research that firm, finding out as much as possible about its history, future aspirations, and operations. They should also become familiar with the firm's policies. In role playing situations, they may interview potential employees. They should be instructed to obtain necessary data about the candidate and offer information about the business--its operations and policies.

Invite a personnel director or advertising manager to demonstrate how he/she obtains necessary data and provides information concerning the business--its operations and policies.

Have students prepare a list of questions which they feel should be answered voluntarily during an interview.

References

Gillespie, Hecht, Retail Business Management, Second Edition, Chapter 9

Mason, Rath, Ross, Marketing and Distribution, Second Edition, Part 45

Richert, Meyer, Haines, Harris, Retailing Principles & Practices, Part 2

[redacted]

Instructional Objective:

Given a new employee, the learner will devise a plan for providing training that will be effective for that employee.

AS-5

Management 6

What Does the Competent Marketing Employee Do?

Believe that efficient individual workers and an organization that functions smoothly are usually outcomes of effective employee training

Suggested Learning Activities

Employee training programs are very expensive endeavors. In a discussion session, have students justify the need for employee training programs in relation to the cost.

Have students visualize an organization which employs advertising workers and that has no employee training. They should then prepare incidents which might hamper the organization from running smoothly. Discuss the incidents in class and determine if employee training would alleviate the incidents.

When only one or two new employees are added at one time, a formal employee training program is usually impossible. Have students assume the role of managers and devise a list of ways to provide informal employee training.

References

Gillespie, Hecht, Retail Business Management, Second Edition, Chapter 9

IDECC, Management, LAP 8

Instructional Objective: Given training aids and references for advertising services, the learner will select from those aids and references those that would be most effective in training employees.

AS-6

6

Management

What Does the Competent Marketing Employee Do?

Select appropriate training aids and references

Suggested Learning Activities

Arrange a field trip to a site that provides employee training. Ask the tour guide, representing the organization, to show samples of the training aids utilized.

Have students prepare a list of topical training areas which might be included in a training program for new employees. For each topic, brainstorm ideas for training aids or references that would be effective.

Have students prepare a bibliography of training aids and references that might be appropriate for employee training programs. They may then prepare criteria which would prove helpful in selecting items contained in the bibliography.

References

Gillespie, Hecht, Retail Business Management, Second Edition, Chapter 9

IDECC, Management, LAP 10

[redacted] **Instructional Objective:** Given a specific situation for which a policy exists, the learner will interpret the policy and suggest action that is fair.

AS-7

6

Management

What Does the Competent Marketing Employee Do?

Believe that there should be a constant and intelligent effort on the part of management to be absolutely fair in every policy and practice

Suggested Learning Activities

CASE: Kathy Hall works for the Anytown TRIBUNE. The TRIBUNE has a policy of rewarding the top sales rep with a $100 bonus each month. Last month, Kathy sold more ads and generated more sales volume than other sales reps. Kathy did not receive a bonus. Kathy inquired about the bonus and was told that because total sales volume was below the previous month, the bonus would not be awarded.

If students are involved in on-the-job training, have them recall situations at their training station where policies have not been consistently applied. This should be done without revealing personalities.

Have students react to the following statement. "Policies are formulated to guide actions and may be broken in certain situations."

References

Gillespie, Hecht, Retail Business Management, Second Edition, Chapter 10

IDECC, Management, LAP 3

Richert, Meyer, Haines, Harris, Marketing and Distribution, Part 4

Wray, Advertising Services, Chapter 17

[redacted]

Instructional Objective:

When asked to define leadership, the learner will recognize the importance of effective relationships with others and also the orientation toward making progress and and achieving results.

6

Management

What Does the Competent Marketing Employee Do?

Know that leadership concentrates on effective relationships with others, but is oriented toward making progress and achieving results

Suggested Learning Activities

Write the following question on the board. "What does an effective leader do?" In a brainstorming session, list those responses offered by students. Discuss the responses in terms of those oriented toward effective relationships and those oriented toward achieving results.

Have students write a short paper entitled "The Goals of an Effective Leader."

An effective leader is sometimes defined "as one who accomplishes things by working with other people." This definition explains the concentration on effective relationships with others. In what ways is the definition oriented toward making progress and achieving results? Discuss.

References

IDECC, Human Relations, LAP 51

Wray, Advertising Services, Chapter 17

[redacted]

Instructional Objective:

Placed in the role of advertising manager and given advance advertising plans, the learner will recognize those individuals who should be notified and give reasons why the notification is needed.

AS-9

6

Management

What Does the Competent Marketing Employee Do?

Provide advance notice of coming ads

Suggested Learning Activities

Have students assume the role of advertising manager at Buckley's Department Store. During the month of April, plans for ads to be run during the month of June were formulated. They include:
(1) a series of ads featuring bridal gowns
(2) a series of ads featuring wedding gifts
(3) a series of ads featuring graduation gifts
(4) a series of ads featuring Fathers' Day gifts
(5) a series of ads featuring patio furniture
(6) a series of ads featuring mens', womens', and childrens' vacation clothing
Who in the firm should be notified of this coming promotion? Why?

CASE: The Jalopy Garage ran an ad in November featuring auto batteries as a special. The day after the ad appeared, all batteries in stock were sold. The parts manager complained that because of no advance notice, the inventory of batteries was too low and that additional batteries could have been sold. How might this situation been avoided?

Why might a copywriter in an advertising agency need to be notified prior to the scheduling of a campaign for widgets? Discuss reasons.

References

IDECC, Management, LAP 7

Wray, Advertising Services, Chapter 16

Instructional Objective:

Placed in a mid-management or supervisory position and given disagreeable policies from top management, the learner will cite reasons for implementing the policies.

AS-10

What Does the Competent Marketing Employee Do?

Be willing to accept and put into practice the planned policies and practices of management

Suggested Learning Activities

CASE: Kyle Douglas is sales manager at WRTM. He has just received a memo from the station manager stating that firms with outstanding accounts of more than 45 days can no longer purchase commercials until the outstanding bill is paid. Kyle immediately voices opposition to the policy and tells the station manager that he refuses to implement the policy. What actions should the station manager take?

CASE: Kimberly Sheppard is the owner-manager of Sheppard Advertising Agency. Recently, she had suggestion boxes installed and encouraged all employees to submit suggestions. Upon opening the boxes and reviewing the contents, she found that instead of submitting suggestions the employees had complained bitterly about company policies. What actions should Kimberly take?

Conduct a discussion session centered on the following topics. Why should mid-management and supervisory personnel implement policies from top management? What steps should top management take to make policies and procedures more acceptable?

References

Gillespie, Hecht, Retail Business Management, Second Edition, Chapter 2

IDECC, Management, LAP 3

Wray, Advertising Services, Chapter 3

Instructional Objective:

Given a case problem which depicts a firm that is experiencing frequent violation of policies, the learner will cite the need to involve personnel in policy formulation as one viable alternative.

6

Management

What Does the Competent Marketing Employee Do?

Knows that personnel usually understand and comply more readily with policies and procedures which they have helped develop

Suggested Learning Activities

SITUATION: Daryl Barnes owns and manages the Barnes Advertising Agency. Mr. Barnes formulates all company policies without consulting employees. When confronted by employees challenging an unpopular policy, Mr. Barnes replied, "I am the sole owner and I take all the risks and I am going to formulate all policies."

Discussion questions:

Do you agree with Mr. Barnes? In what ways will this attitude influence day-to-day operations? Do you think Mr. Barnes can be an effective leader?

Have students prepare a list of reasons why personnel usually comply more readily with policies which they have helped develop.

Have students interview an advertising manager to discover the extent to which employees have input into policy formulation. Why does the manager involve or fail to involve employees in policy formulation?

References

IDECC, Human Relations, LAP 42

Wray, Advertising Services, Chapter 3

Instructional Objective:

When asked to recall how work is properly assigned, the learner will stress the importance of selecting the right person to do a job, giving clear instructions, and checking to see that such instructions are followed.

AS-12

Management 6

What Does the Competent Marketing Employee Do?

Select the right person to do a job, give clear instructions and see that instructions are properly carried out

0265

Suggested Learning Activities

Have students interview an advertising manager or supervisor. They should seek answers to the following questions: What factors do you consider in making work assignments? Do misunderstandings ever occur as a result of instructions? How do you determine if instructions are properly carried out?

Have students recall incidents in which instructions were not carried out. Was this the fault of the person giving the instructions or the person that should have carried out the instructions?

Invite a person in a leadership position to discuss with the class the importance of selecting the right person to do a job, giving clear, concise instructions, and checking to see that the instructions are followed.

References

IDECC, Human Relations, LAP 55.

Wray, Advertising Services, Chapter 17

0266

Instructional Objective:

When asked to identify important supervisory or managerial tasks, the learner will include the need to follow-up on work progress in his/her response.

AS-13

6 Management

What Does the Competent Marketing Employee Do?

Follow-up on work progress

Suggested Learning Activities

Have students prepare a list of work tasks that are required in their chosen occupations For each task identified, they should list the pitfalls which might be encountered if that task is not completed. In addition, they should identify the individual, by job title, that would be responsible for checking on the work progress.

SITUATION: Dawn Emerson is the vice-president for creative activities at the Lincoln Advertising Agency. She appears on the organization chart over artists, copywriters, layout specialists, TV and radio production personnel, and the personnel in mechanical production. She makes it a point to check on work progress on a frequent basis. Recently, a copywriter whose work was behind schedule said, "How can I get anything done with you 'bird-dogging' me all the time."
Discussion questions:
Might this complaint be justified? Is there a more subtle way to check on progress? What advice might you offer Ms. Emerson?

References

IDECC, Management, LAP 12

Wray, Advertising Services, Chapter 17

Instructional Objective: Given an example of poor employee performance, the learner will analyze the performance situation and prepare suggestions to improve the performance.

AS-14

6 Management

What Does the Competent Marketing Employee Do?

Evaluate employees' progress

Suggested Learning Activities

Supply students with rating forms used by training sponsors to evaluate the on-the-job progress of student-learners. Have students react in terms of the appropriateness of the rating sheet for regular employees.

Have students prepare a list of reasons why the progress of employees should be evaluated.

Have each student develop an evaluative checklist that would be useful for evaluating employees' progress in the specific position that they aspire to hold.

References

Gillespie, Hecht, Retail Business Management, Second Edition, Chapter 10

IDECC, Management, LAP 12

Wray, Advertising Services, Chapter 17

Instructional Objective:

Given cases which depict employee complaints, the learner will cite policies to follow or offer suggestions that will culminate in an orderly and fair way of processing the complaint.

AS-15

What Does the Competent Marketing Employee Do?

Handle employee complaints

Suggested Learning Activities

Have students devise a list of complaints that might be voiced by employees. Exchange the lists and have students explain how they would respond to the complaints in terms of the best interests of all parties involved.

Ask students if in their role as an employee, they have ever voiced a complaint. If yes, how was the complaint handled? If they had been in a position of authority, would they have handled the complaint in the same way? Why or why not?

CASE: Thomas Hayes and Ernestine Watkins were competing for a promotion. Ernestine received the promotion and Tom complained to the owner-manager. The owner-manager indicated that both candidates were deserving. However, since Ernestine is black and also a woman, he decided in her favor. Was this the proper way of handling the complaint?

References

IDECC, Management, LAP 16

Reichert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 57

Wray, Advertising Services, Chapter 17

Instructional Objective: Given an example of a firm's credit policies which obviously need revision, the learner will analyze the policies and offer recommendations which will improve the policies.

What Does the Competent Marketing Employee Do?

Know that company management must continuously study and evaluate its credit policies and procedures, making changes or adjustments as needed

Suggested Learning Activities

In buzz groups, have students prepare lists of reasons for continually studying and evaluating credit policies. Then, compare the lists in a group session.

Have students select an advertising media department (i.e. newspaper, radio, TV, or magazine). The students should then find out what credit policies are followed in that media department. They should report their findings back to the class. Follow-up the reports with a discussion centered on the topic of how competition influences credit policies.

Have each student find an ad which contains the firm's credit policies. The student should then offer his/her idea as to why the firm chose to include the credit policies in the ad.

References

Gillespie, Hecht, Retail Business Management, Second Edition, Chapter 29

Mason, Rath, Ross, Marketing and Distribution, Second Edition, Part 37

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 29

Instructional Objective:

Given examples of the needs of clients, the learner will vocalize the advertising objective that will fit each need.

What Does the Competent Marketing Employee Do?

Identify advertising objectives

Suggested Learning Activities

Have students prepare a list of as many objectives as possible for advertising.
Examples: To project a better image
To feature a "leader" in an attempt to build store traffic

Have students assume that they are sales managers and that they will be meeting with their sales reps. One of the points to be covered in the meeting is the need to identify objectives for clients. Prepare a list of methods or techniques that might be used in identifying objectives for clients.
Example: Point out to clients handling apparel and accessories that this is an opportune time to start their "back-to-school" promotion

Have students clip at least five ads, each of which is designed to achieve a different objective. Conduct a "show and tell" session.

References

Gillespie, Hecht, Retail Business Management, Second Edition, Chapter 24

IDECC, Advertising, LAP 1

Mason, Rath, Ross, Marketing and Distribution, Part 30

[redacted]

Instructional Objective: Given a model, the learner (individually or as part of a team) will prepare a comprehensive marketing strategy for a given product or service including the budget.

AS-18

6

Management

What Does the Competent Marketing Employee Do?

Plan and prepare an advertising and sales promotion campaign to include budgeting

Suggested Learning Activities

Invite an advertising manager to discuss the facets involved in planning an advertising campaign including budgeting. Perhaps, a past campaign can be used as an illustrative example.

Have students assume the role of an advertising manager for a hardware chain. The chain hopes to obtain the franchise for a new line of paint that is guaranteed not to chip or peel. In order to obtain the franchise, the hardware chain must submit plans for an advertising campaign that includes the budget. You have learned that a competitor is seeking the franchise and is will to spend $3,000 to support the advertising campaign. The owner-manager of the chain has indicated that you should exceed the competitor's budget. Prepare an advertising campaign including budget.

Have students find an article in a trade magazine that describes an advertising campaign and the budget used to support that campaign. They should prepare a short, oral presentation.

References

Gillespie, Hecht, Retail Business Management, Second Edition, Chapter 24

IDECC, Advertising, LAP 8

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 71

Wray, Advertising Services, Chapter 6

Instructional Objective:

When asked to identify the skills needed by managerial and supervisory personnel in advertising, the learner will include communication skills in his/her response.

What Does the Competent Marketing Employee Do?

Believe that an important phase of management's responsibility in any organization is communication

Suggested Learning Activities

Have students identify individuals with whom the manager of an advertising firm of their choice must communicate. Why is it important that the communications be effective? Discuss.

Have students assume that they are interested in preparing for the position of advertising manager in a retail organization. They should then identify ways of perfecting their communication skills.

Have students prepare a list of adverse outcomes that may result when the advertising manager has not developed desirable communicative skills.

References

Gillespie, Hecht, Retail Business Management Second Edition, Chapter 10

IDECC, Communications, LAP 46

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 56

Wray, Advertising Services, Chapter 4

Instructional Objective: Given an advertising plan and schedule, the learner will analyze the plan and schedule and determine if the plan and schedule is based on factual information and sound judgment.

AS-20

6

Management

What Does the Competent Marketing Employee Do?

Know that advertising plans and schedules should be based on factual information and sound judgment

Suggested Learning Activities

CASE: Listerine, for many years, was featured in ads as a cold remedy. The Federal Trade Commission has ruled that Listerine has no cold prevention or cold curing qualities. A local druggist has prepared an ad and presented it to the local newspaper for publication. The ad features Listerine as a remedy for the common cold. Should the newspaper accept the ad? Give reasons.

SITUATION: A sales rep for a TV station convinced a client to purchase commercial time and schedule commercials for tennis equipment at 9:00 a.m. In what ways might this decision be contrary to factual information and sound judgment?

CASE: The Mariott Radio and TV Store received a shipment of transistor radios priced at $15.95. After the radios had been in stock for a couple of weeks, the price was changed to $31.90 for three days. The manager then planned to reduce the price back to $15.95 and run ads featuring "a half price sale." Is this plan based on factual information? Sound judgment? Discuss.

References

Gillespie, Hecht, Retail Business Management, Second Edition, Chapter 24

IDECC, Advertising, LAP 8

Wray, Advertising Services, Chapter 10

Instructional Objective:

Given a series of ads for a specific product, the learner will analyze each ad in terms of probable effectiveness and suggest ways in which the ad might serve as a guide for future ads.

AS-21

6

Management

What Does the Competent Marketing Employee Do?

Know that past advertisements should be analyzed for their effectiveness and as a guide in planning future ads

0283

Suggested Learning Activities

Have students gather ads for products that have obviously sold well. They should then analyze the ad to determine why it was effective. They should also give reasons why they would or would not use the ad as a guide for planning future ads.

Invite an advertising manager from a local retail establishment to bring examples of past ads to the class. Ask the manager to indicate which ads were successful and which were not. The manager should also explain how past ads influence the planning of future ads.

Some advertisers use the same ad or commercial for a long period of time. Have students discuss reasons why an advertiser may choose to use the same ad for extended periods.

References

IDECC, Advertising, LAP 14

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 72

Wray, Advertising Services, Chapter 16

0284

Instructional Objective:

Given problems associated with advertising, copywriting, layout, and media, the learner will analyze the problem and suggest ways to solve the problem.

AS-22

6

Management

What Does the Competent Marketing Employee Do?

Analyze problems associated with advertising, copywriting, layout, and media

Suggested Learning Activities

Have students find a problem solving model depicted in a textbook or reference materials. Ask them to present the model to the class and explain how to implement the model.

Prepare a list of problems associated with various facets of advertising that a firm might encounter.
Example: Complaints that an outdoor billboard detracts from the beauty of natural scenery
Have students assume the role of manager. They should implement a problem solving model in reaching a decision.

Provide examples of ads that have poor layouts, undesirable copyblocks, and other undesirable features. Have students analyze the ads and suggest ways to correct the deficiencies.

References

Gillespie, Hecht, *Retail Business Management*, Second Edition, Chapter 24

Mason, Rath, Ross, *Marketing and Distribution*, Second Edition, Part 31

Richert, Meyer, Haines, & Harris, *Retailing Principles and Practices*, Parts 18, 54

Wray, *Advertising Services*, Chapter 17

Instructional Objective:

Given specific measurement information, the learner will interpret that information and explain why it is useful data.

AS-23

What Does the Competent Marketing Employee Do?

Collate and interpret measurement information

Suggested Learning Activities

Have students identify sources of measurement information.
Example: Sales before and during an advertising campaign
For each source identified, they should list any other factors that should be considered in the interpretation of that measurement information.
Example: Because the item has seasonal demand, sales should have increased during the period

Divide students into teams. Each team should visit a firm involved in advertising services and learn what measurement information is gathered. (Teams should be assigned to retailers, newspapers, radio stations, TV stations, outdoor advertising firms, etc.) The teams may then report back to the class.

Provide examples of measurement information provided by secondary sources.
Example: Starch reports
Have students identify reasons why this information would be useful.

References

Gillespie, Hecht, Retail Business Management, Second Edition, Chapters 32, 33, 34

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 72

Instructional Objective:

Given an add which contains all the structural elements, the learner will identify the illustration, body copy, logo, and headline.

AS-14

9

Operations

What Does the Competent Marketing Employee Do?

Identify the basic structural elements: illustration, body copy, logo and headline

Suggested Learning Activities

Have students clip an ad. They should identify and label the following elements: illustration, body copy, logo, and headline.

Have students select a business firm of their choice. They should then prepare a rough layout for an ad featuring a product which that firm sells. The rough layout should contain: a sketch of the illustration, hand-lettered headline, lines showing placement of the copy, and a sketch of the logo.

Have students divide a sheet of paper into four columns. Above the columns they should write the following captions: headline, illustration, copy, and logo. In the columns below the captions, ask students to write any rule that applies to the use of that element.
Example: Logo—display prominently

References

Burke, Advertising in the Marketplace, Chapters 13, 14, and 15

IDECC, Advertising, LAP 5

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Unit 18

Samson, Advertising Planning & Techniques, Section 4

Wray, Advertising Services, Chapter 11

Instructional Objective: Given a specific product, the learner will execute a rough layout which utilizes human interest, eye appeal, and balance of shapes, for an ad featuring that product.

9

Operations

What Does the Competent Marketing Employee Do?

Utilize human interest, eye appeal, balance of shapes, and elements of advertisement

Suggested Learning Activities

Clip the various elements of an ad into separate pieces. Have students arrange the elements and prepare a paste-up which depicts eye appeal and a good balance.

Prepare slides of ads that utilize human interest, eye appeal, and balance of shapes. Use these slides to illustrate a lecture on ad layout.

Have students select a product and then execute rough layouts of an ad featuring that product. Students should be instructed to strive for human interest, eye appeal, and balance of shapes in creating the rough layout.

References

Burke, Advertising in the Marketplace, Chapters 12 and 15

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 54

Samson, Advertising Planning & Techniques, Section 4

Wray, Advertising Services, Chapter 11

Instructional Objective: Given an assignment which calls for the creation of a printed ad, the learner will develop or select an illustration that will create interest and desire for the merchandise being advertised.

What Does the Competent Marketing Employee Do?

Develop or select ad illustrations which will best create interest and desire for the merchandise being advertised

Suggested Learning Activities

Obtain a catalog supplied by art clip services from a local newspaper. Have students design an ad for a specific product. They should select merchandise art which will create desire and interest for the featured product.

Have students design an ad for a specific product using a seasonal theme. From the art clip service catalog, they should select non-merchandise art that will be compatible with the theme and enhance the interest qualities of the ad.

Ask students to prepare an ad for a product or service of their choice. For this assignment, the student should be instructed to use a photo in the ad. The photo should create interest and desire for the merchandise being advertised.

References

Burke, Advertising in the Marketplace, Chapter 13

IDECC, Advertising, LAP 6

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 53

Samson, Advertising Planning & Techniques, Section 4

Wray, Advertising Services, Chapter 11

Instructional Objective:

Given a specific product, information about the product and the advertiser, and the size of the ad to be created, the learner will create a comprehensive layout suitable for presentation to a client.

AS-17

9

Operations

What Does the Competent Marketing Employee Do?

Execute the comprehensive layout in a form suitable for presentation to a client

Suggested Learning Activities

SITUATION: The Village Clock Shop has purchased space for an ad to appear in the local newspaper once each week for the next month. The ad will be 3 columns wide and 6 inches in depth. The ad will feature a 20 percent savings on all grandfather clocks. Prices start at $355. You have been asked to prepare the ad. Create a comprehensive layout suitable for presentation to The Village Clock Shop.

Invite a layout specialist from the newspaper to bring comprehensive layouts that were prepared for client approval. Ask the layout specialist to comment on the design of various layouts.

Give students a specific product, information about the product and advertiser, and the size of the ad to be created. Ask students to prepare comprehensive layouts suitable for presentation to a client. Place each comprehensive layout in an opaque projector and have students critique the layouts.

References

Burke, Advertising in the Marketplace, Chapter 15

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 54

Samson, Advertising Planning & Techniques, Section 4

Wray, Advertising Services, Chapter 11

Instructional Objective: Placed in a supervisory position where artists, copywriters, and layout specialists contribute to the creation of an ad, the learner will coordinate the activities of each party to insure a harmonious product.

9

Operations

What Does the Competent Marketing Employee Do?

Coordinate activities of copy and layout personnel

Suggested Learning Activities

Divide the class into teams of four. Each team will contain an artist, a copywriter, a layout specialist, and a supervisor of creative personnel. Each team will create an ad in which all elements are harmonious and coordinated.

Invite a supervisor of creative personnel to appear as a guest speaker. Ask the speaker to elaborate on his/her coordination activities. Ask the speaker to discuss situations in which members of the creative team disagree. How are these disagreements resolved?

References

Burke, Advertising in the Marketplace, Chapters 14 and 15

Wray, Advertising Services; Teacher's Manual, (see culminating exercises)

Instructional Objective:

Given the necessary materials, the learner will develop a rough layout into a camera ready format.

AS-26

9

Operations

What Does the Competent Marketing Employee Do?

Develop a rough layout into camera ready format

Suggested Learning Activities

Have students select a rough layout which was prepared for an earlier assignment. The students should then prepare a camera ready layout from the rough draft.

If students are involved in on-the-job training, have students develop a rough layout of an institutional ad featuring their employing firm. They should then develop the rough layout into camera ready format.

References

Burke, Advertising in the Marketplace, Chapter 15

Richert, Meyer, Haines, Harris, Retailing Principle and Practices, Part 54

Samson, Advertising Planning & Techniques, Section 4

Wray, Advertising Services, Chapter 11

Instructional Objective:

Given necessary materials, the learner will design circulars in a pasted-up format that is suitable for mechanical reproduction.

AS-25

What Does the Competent Marketing Employee Do?

Select timely items and design circulars for advertising in the local neighborhood or community

Suggested Learning Activities

Vivid Green is the name of a new company that applies fertilizer, weed killer, and lawn feeding chemicals. To introduce the new service, Vivid Green plans to distribute a circular to each home in the community. The circular will be designed to loop over door knobs. Have students prepare paste-ups of suitable circulars.

In a brainstorming session, have students identify products or services that might be profitably promoted by use of circulars in local neighborhoods or communities.

Ask students to assume that the distributive education club will be conducting a car wash as a money making project. Prior to the event, members plan to place circulars promoting the event under windshield wipers on as many cars as possible. Have students design and prepare a paste-up version suitable for reproduction.

References

Burke, Advertising in the Marketplace, Chapters 19 and 20

IDECC, Advertising, LAP 5

Samson, Advertising Planning & Techniques, Section 6

Wray, Advertising Services, Chapter 13

Instructional Objective:

Given necessary materials, the learner will design and prepare paste-ups for a series of ads—each of which will contain a variation of one basic theme or selling point.

What Does the Competent Marketing Employee Do?

Design and execute a series of ads for one company organized around the variation of one basic theme of selling point

Suggested Learning Activities

The U.S. Department of Transportation would like a series of ads prepared around the following theme "Speed limit—55, it's not just a good idea, it's the law". Have students prepare ads that contain some variation of the theme for the following media: local newspapers, magazines, and leaflets to be enclosed with drivers' license application forms.

The Illini Dry Cleaners uses the following slogan "we stretch your dollar". Illini Dry Cleaners has purchased three ads for the local newspaper next week. Each ad is to feature a creative idea that helps implant the slogan. Have students prepare the ads in pasted-up format.

References

Samson, Advertising Planning & Techniques, Sections 4, 5, and 6

Wray, Advertising Services, Chapters 11, 13, and 14

Cluster Instructional Objective: Given the necessary supplies and a specific assignment, the learner will create a dummy to the exact specifications required.

AS-23

9

Operations

What Does the Competent Marketing Employee Do?

Make dummies or mock-ups for brochures, pamphlets, books, etc.

0401

Suggested Learning Activities

Have students prepare dummies of a brochure. The brochure is to be used as a promotional device for distributive education. The primary audience will be students and the brochure should point out the benefits of the program. (Note: Perhaps the best dummy can be fully developed for the stated purpose.)

Have students cut a newspaper sheet into a 17 by 22 inch size. This is the standard size of printing paper. The students should then experiment by folding the paper into sizes for letters, leaflets, or envelope stuffers. The object is to use every scrap of paper.

Have students prepare a dummy, 5½" x 8½", announcing a higher interest rate that the Sandberg National Bank will pay to depositors. The stuffer will be enclosed with bank statements and other correspondence mailed to the bank's customers.

References

Samson, Advertising Planning & Techniques, Sections 4, 5, and 6

Wray, Advertising Services, Chapters 11, 13, and 14

0402

Instructional Objective:

Given printed ads containing copy, the learner will evaluate the copy and suggest changes in copy that will improve its appearance.

9

Operations

What Does the Competent Marketing Employee Do?

Suggest changes in copy that will improve its appearance

Suggested Learning Activities

Have students clip five printed ads which contain copyblocks. Ask students to suggest changes that will improve the appearance of the copyblocks.
Example: Leave white space between paragraphs

Invite a copywriter as a guest speaker. Ask the copywriter to discuss techniques utilized to make copy more appealing.

Have students write a paper entitled: "Tips for the Copywriter". The paper should explore techniques that may be employed to make copy more readable and attractive.

References

Burke, Advertising in the Marketplace, Chapter 14

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 52

Samson, Advertising Planning & Techniques, Section 4

Wray, Advertising Services, Chapter 11

Instructional Objective:

Given directions by a supervisor of creative activities, the learner will write, measure, and prepare copy that follows the stated directions.

AS-21

9 Operations

What Does the Competent Marketing Employee Do?

Determine, select, measure, fit and prepare copy for a given assignment

0405

Suggested Learning Activities

Provide students with fact sheets containing information about a product or service. Give students the size of the copy block and the size of type that will be used. Ask students to write copy for the product or service that will fit the space allocated.

Provide students with "cold type", art materials, and other graphic materials. Ask students to create paste-ups that are measured and aligned neatly and correctly.

References

Burke, Advertising in the Marketplace, Chapter 14

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 52

Samson, Advertising Planning & Techniques, Section 4

Wray, Advertising Services, Chapter 11

0405

Instructional Objective: [illegible]ven photographs or illustrations, the learner wi[illegible] crop photographs and illustrations and indicate the exact specifications for printing, including specifications for printing, including specifications for pica widths, depth, etc.

6

Operations

What Does the Competent Marketing Employee Do?

Crop photographs and illustrations and indicate the exact specifications for pica widths, depths, etc.

Suggested Learning Activities

Have students prepare a list of "do's and don't s" to follow when cropping photos and illustrations.

Provide students with typed copy that is to be set in print. Have students determine the required space for the copy when type of 14 points is selected.

Have students select a layout which they have previously developed. Ask students to indicate the exact specifications for each element.

Have students create a layout for a product of their choice. They should crop photos or illustrations and indicate the exact specifications for each element.

References

Burke, Advertising in the Marketplace, Chapter 16

Samson, Advertising Planning & Techniques, Section 4

Wray, Advertising Services, Chapter 11

Instructional Objective: Given a specific assignment and necessary materials, the learner will create a paste-up layout suitable for mechanical reproduction.

AS-19

9

Operations

What Does the Competent Marketing Employee Do?

Execute simple "clip-out" paste-up layouts

Suggested Learning Activities

Have students create a paste-up layout for a promotional ad or an institutional ad. They may use press-on lettering for headlines, clip-out art, and design a logo. If your school has a graphic arts program, make arrangements to have the copyblocks set in print. If not, the students may type the copy and justify the right margin.

Duplicate a printed ad. Clip each element from the ad. Provide each student with a set of elements and ask the students to design a layout and paste the elements in position.

Obtain some paste-up layouts from a media department. Use the opaque projector to show the paste-up layouts. Discuss the strengths and weaknesses of each layout projected.

References

Samson, Advertising Planning & Techniques, Sections 4, 5, and 6

Wray, Advertising Services, Chapters 11 and 13

[redacted]

Instructional Objective: Given an advertising proof, the learner will check the proof for corrections considering each factor that required checking.

AS-27

9 **Operations**

What Does the Competent Marketing Employee Do?

Know what factors to consider when checking advertising proofs for corrections

Suggested Learning Activities

Have students prepare a checklist which would be useful when checking advertising proofs for corrections.

Obtain some advertising proofs which have been discarded because they contain errors. Have students check these proofs and note any errors that need correction.

Find a printed ad which contains an error (perhaps, the price). Conduct a discussion centered around the possible consequences of the error contained in the ad.

References

IDECC, Advertising, LAP 5

Wray, Advertising Services, Chapter 11

Instructional Objective: Given a sketch and a client, the learner will present the sketch to the client for approval and note any changes requested.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
Secure approval of sketch by client	Make arrangements for students to observe the presentation of a sketch to a client. Set up role playing situations in which one student presents a sketch to another student for approval. If changes are requested, the student should note the desired changes with enough detail to enable a sketch to be prepared that will meet the client's approval.	Burke, Advertising in the Marketplace, Chapter 15

[redacted]

Instructional Objective:

Given an ad proof which contains errors, the learner will use proofreader's symbols to indicate needed corrections.

AS-29

9

Operations

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
Read the proof and note errors in printed ads	Duplicate sheets containing proofreader's symbols. Duplicate copyblocks containing a variety of errors. Give students a copy of the proofreader's symbols and a copy of the copyblocks. Ask students to use the proofreader's symbols to indicate corrections on the copyblocks they check. Prepare ad proofs containing errors. Indicate the proof errors with proofreader's symbols. Have students prepare a corrected version of the ad in paste-up format. Ask students to study proofreading symbols. Prepare a test that contains a column of proofreading symbols. In a corresponding column, ask students to indicate what each symbol represents.	Burke, Advertising in the Marketplace, Chapter 16 IDECC, Advertising, LAP 5

0415

0416

[redacted]

Instructional Objective: Given an ad to be printed, the learner will supply all information requested by the printer.

9

Operations

What Does the Competent Marketing Employee Do?

Work with printer in producing finished ads

Suggested Learning Activities

Have students assume that they have prepared a dummy for a brochure. The brochure is to be printed in a local print shop. Ask students to list all information which they feel should be communicated to that printer.

Ask students to interview the manager of a print shop. The students should ask what information the printer needs in order to complete a job.

Obtain order forms from a print shop. In class, analyze these forms to determine information solicited on the form. Have students give reasons why each item of information is needed by the print shop.

References

Burke, Advertising in the Marketplace, Chapter 16

Instructional Objective: Given a series of products or services and the accompanying goal that the advertiser hopes to achieve, the learner will prepare a schedule of the commercials which will most likely contribute to the achievement of that goal.

9

Operations

What Does the Competent Marketing Employee Do?

Arrange for timely scheduling of radio and television commercials

Suggested Learning Activities

Prepare a list of products that might be advertised on radio or TV.
Examples: Soap
Bubble gum
Autos
Ask students to determine the best time (day or night) to air the commercial for each product.

Prepare a list of goals which advertisers hope to achieve with radio or TV commercials.
Examples: To implant a slogan in the mind of the listener or viewer.
To increase store traffic during a special sale.
Ask students to determine how often the commercial should be aired. Why?

Ask students to keep a record of all commercials (radio or TV) that they hear for the next week. Ask them to indicate how many times they heard the same commercial. What goal do they feel the advertiser is trying to achieve?

References

Burke, Advertising in the Marketplace, Chapters 8, 17, and 18

Samson, Advertising Planning & Techniques, Section 6

Wingate, Nolan, Fundamentals of Selling, Chapter 14

Wray, Advertising Services, Chapter 7

AS-32

Instructional Objective: Given a specific time limit, a script model and a fact sheet, the learner will develop a script for radio and television presentation, which conforms to the specified time limit and is consistent with the model.

Operations 9

What Does the Competent Marketing Employee Do?

Develop a script for radio and TV presentation

Suggested Learning Activities

Have students assume that they have been employed to write scripts for a non-smoking campaign. The scripts will be developed as one-minute spot announcements and will be sponsored by the National Lung Association. The script must be confined to 130 words. The student may write the script in one of the following formats.

(1) straight announcement
(2) dialogue
(3) playlet or dramatization
(4) testimonial
(5) humorous

Have students develop a list of "do's and don'ts" which should be followed by script writers.

Examples: do--mention the client's name often
don't—use street numbers (use locations)

Have students select a product for which they would like to write a commercial. They should gather all facts needed. The script should be designed for a 30-second spot.

References

Burke, Advertising in the Marketplace, Chapters 17 and 18

Samson, Advertising Planning & Techniques, Section 7

Wray, Advertising Services, Chapter 12

Instructional Objective: Given a TV storyboard model and necessary supplies, the learner will design and make storyboards for TV which are consistent with the model.

AS-33

What Does the Competent Marketing Employee Do?

Design and make storyboards for television

Suggested Learning Activities

Obtain storyboard format pages. Have students assume that they have been contacted by the Bic Pen Corporation to develop a storyboard for the Bic Banana. This commerical will be 60 seconds in length and can contain no more than 20 frames.

Arrange a field trip to a site where storyboards are being created. Ask the creative team to explain how they start with an idea and then work through the steps required to culminate in a finished product.

References

Burke, Advertising in the Marketplace, Chapter 17

Samson, Advertising Planning & Techniques; Section 7

Wray, Advertising Services, Chapter 12

0423

0424

AS-34

Instructional Objective: Given the necessary materials and props, the learner will create and execute a short TV commercial which is consistent with the model and is accurately timed to fit into a time limit.

9

Operations

What Does the Competent Marketing Employee Do?

Create and execute a short TV commercial

Suggested Learning Activities

Have students write a 30-second straight announcement for a product or service of their choice. They should then prepare slides to accompany the announcement. Record on video tape.

Have students prepare a 30-second TV commercial which includes a testimonial. The commercial will begin and end with music. They may cast their classmates for roles in the commercial. Record on video tape.

Have students devise a checklist for evaluating the effectiveness of TV commercials.
Example: Does the opening intrigue the viewer?

References

Burke, Advertising in the Marketplace, Chapter 17

Samson, Advertising Planning & Techniques, Section 7

Wray, Advertising Services, Chapter 12

Instructional Objective:

Given a radio script, the learner will supervise the production of a radio commercial which is consistent with the specifications.

AS-35

9

Operations

What Does the Competent Marketing Employee Do?

Supervise production of radio commercials

Suggested Learning Activities

Obtain a variety of scripts prepared for radio commercials. Some of the scripts should call for music and special sound effects. Each student should supervise the production of a taped commercial. (The student should be given the responsibility of finding and inserting special sound effects, music, etc.)

Arrange a field trip to a studio where radio commercials are taped. Ask students to pay particular attention to the director's supervisory functions.

Ask students to plan a 30-second spot commercial which promotes an upcoming DECA event. Students should supervise production of the commercial. Send the taped commercial to the local radio station to use as a public service announcement.

References

Burke, Advertising in the Marketplace, Chapter 18

Wray, Advertising Services, Chapter 12

Instructional Objective:

Given a TV script, props, and other necessary supplies or equipment, the learner will supervise the production of a TV commercial which is consistent with the specifications.

9

Operations

What Does the Competent Marketing Employee Do?

Supervise production of TV commercials

Suggested Learning Activities

Obtain a variety of scripts and storyboards prepared for TV commercials. Each student should supervise the production of a videotaped commercial. (Students can be cast into roles of participants.)

Arrange a field trip to a studio where TV commercials are filmed. Ask students to pay particular attention to the director's supervisory functions.

Have students write a script and develop a storyboard to promote an upcoming school activity (such as a dramatic production). The students should then supervise the production of the commercial. The videotape may be sent to a local TV station for use in a public service time slot.

References

Burke, Advertising in the Marketplace, Chapter 17

Wray, Advertising Services, Chapter 12

[redacted] **Instructional Objective:** Given necessary materials, the learner will design a semi-comprehensive scale model of a billboard ad which must be readable from a distance and have attention getting impact through use of color and organization.

9

Operations

What Does the Competent Marketing Employee Do?

Design a semi-comprehensive scale model of a billboard ad

Suggested Learning Activities

Have students prepare a scale model of an outdoor poster that will enentually be displayed in a size of 25' x 8'. The poster will feature Kodacolor Film. The brief message must be readable from a distance of 500 feet.

Have students prepare a paper entitled "Guidelines for Developing Billboards".

Invite the manager of an outdoor advertising firm as a guest speaker. Ask the speaker to distinguish painted bulletins from posters. The speaker should also elaborate on characteristics of outdoor advertising messages. Finally, ask the speaker to explain the effect of zoning ordinances and the Highway Beautification Act on placement of outdoor signs.

References

Burke, Advertising in the Marketplace, Chapter 7

Samson, Advertising Planning & Techniques, Section 6

Wray, Advertising Services, Chapter 14

[redacted]

Instructional Objective:

Given necessary materials, the learner will design a semi-comprehensive layout of a transit ad such as a car card to exact specification—employing the principles of good design.

AS-38

9

Operations

What Does the Competent Marketing Employee Do?

Design a semi-comprehensive layout of a transit ad, such as a car-card

Suggested Learning Activities

Have students prepare a scale model of a car card that when finished is a size of 11 inches by 28 inches. The card will occupy the curved space above the windows and below the roof. The focal point will be in the lower half of the card. The card will feature "Scotch Transparency Tape" and will be sponsored by the 3-M Company.

In a buzz session, have students generate a list of guidelines that should be followed in the preparation of car-cards.

References

Burke, Advertising in the Marketplace, Chapter 7

Wray, Advertising Services, Chapter 14

Instructional Objective:

Given a deadline for completing an ad or commercial, the learner will establish and maintain a production schedule to insure the finished product is delivered at the time requested.

9

Operations

What Does the Competent Marketing Employee Do?

Maintain production schedules so that all advertising is delivered at the time requested

Suggested Learning Activities

Obtain copies of production schedules used in the creative department of an advertising agency or media. Have students utilize these schedules for creative activities carried out at school.

CASE: Vera's Supermarket is planning a special pre-fourth of July sale. The ads are scheduled for publication in the local newspaper on July 1st. Picnic foods and supplies will be featured. A free-lance advertising consultant contracted to prepare the ads. Due to a heavy schedule, the consultant was unable to meet the deadline. In fact, the advertising proofs were delivered on July 2nd. What are the probable consequences for Vera's Supermarket? For the advertising consultant?

Have students ask local businesspeople if they have ever encountered a situation in which advertising work was not completed at the time requested. If yes, what were the consequences?

References

Burke, Advertising in the Marketplace, Chapter 4

Wray, Advertising Services, Chapter 17

Instructional Objective:

Given a deadline for completing an ad or commercial, the learner will establish and maintain a production schedule to insure the finished product is delivered at the time requested.

AS-39

What Does the Competent Marketing Employee Do?

Maintain production schedules so that all advertising is delivered at the time requested

Suggested Learning Activities

Obtain copies of production schedules used in the creative department of an advertising agency or media. Have students utilize these schedules for creative activities carried out at school.

CASE: Vera's Supermarket is planning a special pre-fourth of July sale. The ads are scheduled for publication in the local newspaper on July 1st. Picnic foods and supplies will be featured. A free-lance advertising consultant contracted to prepare the ads. Due to a heavy schedule, the consultant was unable to meet the deadline. In fact, the advertising proofs were delivered on July 2nd. What are the probable consequences for Vera's Supermarket? For the advertising consultant?

Have students ask local businesspeople if they have ever encountered a situation in which advertising work was not completed at the time requested. If yes, what were the consequences?

References

Burke, Advertising in the Marketplace, Chapter 4

Wray, Advertising Services, Chapter 17

Instructional Objective:

Given specific ads or commercials, the learner will evaluate the effectiveness of the ad or commercial using criteria deemed important by the advertising industry.

AS-41

What Does the Competent Marketing Employee Do?

Evaluate effectiveness of specific advertisements

Suggested Learning Activities

Ask students to adopt, adapt, or develop checklists for evaluating the effectiveness of the following ads or commercials.

(1) billboard
(2) printed
(3) television
(4) transit
(5) radio

Give students specific printed ads or commercials to evaluate in terms of effectiveness. Ask the students to prepare a short, written critique of each ad or commercial. Bring the critiques to class and compare.

Arrange for a panel of experts to appear before the class. Have the experts react to some printed ads and some electronic commercials. Ask members of the panel to state reasons for various reactions.

References

IDECC, Advertising, LAP 14

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 72

Samson, Advertising Planning & Techniques, Section 8

Wingate, Nolan, Fundamentals of Selling, Chapter 14

Wray, Advertising Services, Chapters 11, 12, 13, and 14

Instructional Objective:

Given specific ads or commercials, the learner will evaluate the effectiveness of the ad or commercial using criteria deemed important by the advertising industry.

AS-41

What Does the Competent Marketing Employee Do?

Evaluate effectiveness of specific advertisements

Suggested Learning Activities

Ask students to adopt, adapt, or develop checklists for evaluating the effectiveness of the following ads or commercials.
(1) billboard
(2) printed
(3) television
(4) transit
(5) radio

Give students specific printed ads or commercials to evaluate in terms of effectiveness. Ask the students to prepare a short, written critique of each ad or commercial. Bring the critiques to class and compare.

Arrange for a panel of experts to appear before the class. Have the experts react to some printed ads and some electronic commercials. Ask members of the panel to state reasons for various reactions.

References

IDECC, Advertising, LAP 14

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 72

Samson, Advertising Planning & Techniques, Section 8

Wingate, Nolan, Fundamentals of Selling, Chapter 14

Wray, Advertising Services, Chapters 11, 12, 13, and 14

Instructional Objective:

Given information about the results of advertising and necessary materials, the learner will prepare an audio-visual presentation that presents the results in an effective and interesting manner.

AS-43

9

Operations

What Does the Competent Marketing Employee Do?

Prepare audio-visual presentation on results of advertising

Suggested Learning Activities

Have students assume that they have been invited to speak at a local Consumer Protection League. Recently, the League has levied criticism at advertising. Their task is to present positive results of advertising. They should prepare audio-visual materials to use during the presentation.

Prepare a case problem which depicts sales prior to an advertising campaign, sales during the campaign, and sales after campaign. Additional factors, such as store traffic counts, may be inserted. Give students a copy of the case and ask them to prepare an audio-visual presentation on the results of that advertising campaign.

References

Wray, Advertising Services,
Chapter 15

Instructional Objective:

Given information about the results of advertising and necessary materials, the learner will prepare an audio-visual presentation that presents the results in an effective and interesting manner.

AS-43

9

Operations

What Does the Competent Marketing Employee Do?

Prepare audio-visual presentation on results of advertising

Suggested Learning Activities

Have students assume that they have been invited to speak at a local Consumer Protection League. Recently, the League has levied criticism at advertising. Their task is to present positive results of advertising. They should prepare audio-visual materials to use during the presentation.

Prepare a case problem which depicts sales prior to an advertising campaign, sales during the campaign, and sales after campaign. Additional factors, such as store traffic counts, may be inserted. Give students a copy of the case and ask them to prepare an audio-visual presentation on the results of that advertising campaign.

References

Wray, Advertising Services, Chapter 15

Instructional Objective:

Given an account form and a list of client transactions, the learner will maintain the account with 100 percent accuracy.

AS-45

Operations

9

What Does the Competent Marketing Employee Do?

Maintain client accounts

Suggested Learning Activities

Obtain forms used in keeping records of clients accounts from various media and advertising agencies. Give students ficticious information needed to establish the accounts. Over a period of time, supply transactions that increase or decrease the accounts. At the end of the period, verify the records.

Invite a bookkeeper or accountant from a specific medium or advertising agency to appear as a guest speaker. Ask the speaker to bring acccount forms and demonstrate the procedures followed in keeping client accounts up-to-date.

References

Wray, Advertising Services, Chapter 5

Instructional Objective: Given a test over the contents of company memoradums and reports, the learner will demonstrate that he/she has read the materials by scoring at an acceptable level.

9

Operations

What Does the Competent Marketing Employee Do?

Read company memorandums and reports

Suggested Learning Activities

For the specific position in advertising services that the student aspires to hold, have the student prepare a list of memorandums reports, correspondence, etc. that he/she will likely receive.

Have students devise and role play some situations which depict embarrassing confrontations resulting from the failure to read company memorandums and reports.

Have students write and submit short papers entitled: The Importance of Reading Company Memorandums and Reports".

References

Wray, Advertising Services, Chapter 4

Instructional Objective:

Given a series of ads, the learner will examine each ad and indicate how it captures attention, arouses interest, creates desire, or induces action.

AS-1

10

Product and/or Service Technology

What Does the Competent Marketing Employee Do?

Know that advertising is a form of preselling—a tool which catches attention, arouses interest, creates desire and induces action

Suggested Learning Activities

Have students clip ads which they feel capture attention, arouse interest, create desire and induce action. Have students bring the ads to class and provide an opaque projector for use in showing the ads and pointing out how they achieve the above goals.

Have students divide a sheet of paper into four columns. Use the following captions at the top of the columns: attention, interest, desire, and action. Within the columns, have students list techniques that may be used to accomplish the goals listed as captions.

Invite an advertising layout specialist to discuss techniques used to capture attention, arouse interest, create desire, and induce action.

References

IDECC, Advertising, LAP 1

Mason, Rath, Ross, Marketing and Distribution, Part 30

Samson, Advertising Planning and Techniques, Section 1

Warmke, Palmer, Nolan, Marketing in Action, Chapter 13

Wingate, Nolan, Fundamentals of Selling, Chapter 13

Wray, Advertising Services, Chapter 1

Product and/or Service Technology

10

Instructional Objective: When asked to explain various types of ads, the learner will recognize that some ads are designed to produce immediate sales while others are intended to develop favorable attitudes toward the firm.

AS-2

What Does the Competent Marketing Employee Do?

Know that advertising can produce immediate sales or create a favorable attitude toward the store for future sales

Suggested Learning Activities

Have students collect a series of printed ads from the local newspaper. They should classify the ads into two categories—promotional and institutional.

In a brainstorming session, have students list firms that make use of institutional ads only. Follow-up with a discussion of why this is the case.

Ask students to review twelve ads in the yellow pages. How many are promotional and how many are institutional? Ask students to state reasons for their findings.

References

IDECC, Advertising, LAP 1

Samson, Advertising Planning and Techniques, Section 1

Warmke, Palmer, Nolan, Marketing in Action, Chapter 13

Wray, Advertising Services, Chapter 1

Product and/or Service Technology 10

Instructional Objective: Given a test question which asks the student to recall the purposes of advertising, the learner will prepare a comprehensive list of purposes.

AS-3

What Does the Competent Marketing Employee Do?

Know the purposes of advertising, such as build customer traffic, build a reputation for the company, stabilize sales volume and introduce new products

Suggested Learning Activities

Make reading assignments in selected materials that depict the purposes of advertising.

Conduct a brainstorming session in which the purposes of advertising are identified and recorded.

Have students prepare a short paper entitled "The Purposes of Advertising".

Make transparencies of ads designed to achieve a variety of purposes. Use these transparencies to present an illustrated lecture on the purposes of advertising.

References

IDECC, Advertising, LAP 1

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 16

Samson, Advertising Planning and Techniques, Section 1

Warmke, Palmer, Nolan, Marketing in Action, Chapters 11 and 13

Wray, Advertising Services, Chapter 1

10

Product and/or Service Technology

Instructional Objective:

When given a list of specific mediums, the learn[illegible] will classify each medium into periodicals, mass media or direct advertising with 100 percent accuracy.

AS-4

What Does the Competent Marketing Employee Do?

Know the types of media that are available for advertising—periodicals (newspapers, magazines, trade journals), mass media (radio, TV, billboards) and direct advertising (catalogs, circulars, letters)

Suggested Learning Activities

Prepare a list of products or services which might be advertised in the local community. Ask students to choose the most appropriate medium to use and explain why.

Have students prepare a list of finished products manufactured in the state. Since many of the products may be distributed on a national basis, students should indicate the types of media that would probably be most effective for each product.

Have students divide a sheet of paper into three columns. At the top of each column, place one of the following captions: periodicals, mass media, and direct advertising. Under each caption, list products that are frequently carried by that type of media.

References

IDECC, Advertising, LAP 3

Mason, Rath, Ross, Marketing and Distribution, Part 31

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 18

Samson, Advertising Planning and Techniques, Section II

Warmke, Palmer, Nolan, Marketing in Action, Chapter 14

Wingate, Nolan, Fundamentals of Selling, Chapters 13 and 14

Wray, Advertising Services, Chapter 7

Product and/or Service Technology

10

Instructional Objective: Given a specific business firm, the learner will devise a plan to tie together advertising, sales promotion and public relations programs designed to have an impact on the largest possible number of prospects.

What Does the Competent Marketing Employee Do?

Tie together advertising, sales promotion and public relations programs in an effort to bring the business to the attention and consideration of the largest possible number of prospective customers

Suggested Learning Activities

Have students assume that they have been employed as consultants to the president of the Lincoln Shrine National Bank which will open soon in your community. The president would like to bring the bank to the attention and consideration of the largest possible number of prospects. Suggest promotional and public relations activities that may be tied together with advertising to accomplish this goal.

The Chevrolet dealer in your town plans an advertising campaign to clear out the current year models to make way for next year's models. Ask students to suggest sales promotion and public relations activities that may be tied to the advertising campaign.

Ask students to select five products of their choice. They should then devise an "ideal" program for promoting each product. The program should include advertising, sales promotion, and public relations activities.

References

IDECC, Advertising LAP 9

Mason, Rath, Ross, Marketing and Distribution, Parts 30, 32, and 33

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 16

Warmke, Palmer, Nolan, Marketing in Action, Chapters 11, 13, and 15

Wray, Advertising Services, Chapter 9

Product and/or Service Technology 10

Instructional Objective: Given various types of information or events, the learner will review the information or event and select those which might be of interest to the public from a public relations or publicity standpoint.

What Does the Competent Marketing Employee Do?

Know the types of information or events which might be of interest to the public from a public relations or publicity standpoint

Suggested Learning Activities

Have students check a specific newspaper for one week noting the business information or events reported in a news column. For each item found, the student should explain how the business firm benefits from a public relations or publicity standpoint.

If students are involved in on-the-job training, ask them to select a newsworthy event at their training station and prepare a news release. They should then identify why the event might be of interest to the public.

Have students find ads that contain information or announce events which are of interest to the public. They should bring the ads to class and explain why the information or event was publicized in an ad rather than a news release.

References

IDECC, Advertising, LAP 3

Mason, Rath, Ross, Marketing and Distribution, Part 33

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Parts 16 and 70

Wray, Advertising Services, Chapter 9

Instructional Objective:

Given a series of brand names, the learner will identify those with which most people are familiar and explain why.

AS-7

What Does the Competent Marketing Employee Do?

Know the significance of brand names in that they are likely to create customer preference and establish a company or product in the public mind

Suggested Learning Activities

Select a series of brand names including some well-known and some lesser-known. Ask the students to react to the list by indicating which brandnames they would purchase and which they would not. Then, ask students to defend their choices.

Have students select a commonly purchased product. They should then interview twenty individuals to determine the brand they purchase. Bring the results back to class and discuss the probable rationale for the findings.

Prepare a long list of products including a wide variety. Ask students to react to each product by listing the first brand name that comes to mind. After this has been completed, ask students to explain why they listed one brand name instead of another.

References

IDECC, Advertising, LAP 2

Mason, Rath, Ross, Marketing and Distribution, Part 24

Warmke, Palmer, Nolan, Marketing in Action, Chapter 15

Wingate, Nolan, Fundamentals of Selling, Chapter 6

Wray, Advertising Services, Chapter 9

Instructional Objective: Given a specific trademark or logo, the learner will explain the necessity of that mark to the manufacturer or store.

What Does the Competent Marketing Employee Do?

Know that the creation of a desirable image can often be enhanced with a certain trademark or other easily identifiable symbol

Suggested Learning Activities

Collect a series of trademarks and logos. Have students react to the trademarks and logos in terms of those that tend to project a desirable image. They should provide a rationale for their choices.

Give students the fictitious name of a manufacturer or store. They should design a trademark for the manufacturer or a logo for the store. Next, have students select the trademark or logo that can be easily identified and is most attractive.

Conduct a discussion session on trademarks and logos. Why are they seldom changed? What prevents one company from copying the trademark or logo of another? Why does a company make repeated use of the mark on packaging, literature, stationary, advertising, etc.?

References

IDECC, Advertising, LAP 12

Mason, Rath, Ross, Marketing and Distribution, Part 24

Samson, Advertising Planning and Techniques, Section 4

Warmke, Palmer, Nolan, Marketing in Action, Chapter 15

Wray, Advertising Services, Chapter 11

Product and/or Service Technology 10

Instructional Objective: When asked how ads may be designed to capture attention, the learner will include appealing headlines in his/her response.

What Does the Competent Marketing Employee Do?

Know that an appealing advertising headline gains the customer's attention

Suggested Learning Activities

Have students flip through magazines or newspapers. They should clip those ads in which the headline caught their attention. Bring these ads to class and explain why the headline was effective.

Clip ads which contain headlines, illustrations and copyblocks. Remove the headlines. Ask students to write headlines that will capture attention and at the same time tie-in with the illustration and copyblock.

Make reading assignments from selected materials that contain information about headlines for advertisements. Follow this activity with a discussion centered around the topic of "Pointers for Writing Effective Headlines".

References

IDECC, Advertising, LAP 5

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 52

Samson, Advertising Planning and Techniques, Section 4

Wray, Advertising Services, Chapter 11

Instructional Objective

Given the ads of an employer and those of a competitor, the learner will cite reasons why these ads should be read.

Product and/or Service Technology 10

What Does the Competent Marketing Employee Do?

Know that newspaper advertising must be read in order to keep informed of the advertising done by one's own company and its competitors

Suggested Learning Activities

Have students interview a salesperson. They should ask that individual if he/she reads their employers ads. The ads of competitors? Why?

Give students ads placed by competing business firms. Then, have the student assume that he/she is employed in one of the firms. The student should note how the information contained in the competitor's ads is valuable.

Duplicate sheets of paper with following caption. As an employee of Sears, I would read Sears' ads as well as those of competitors for the following reasons. After students have completed their reasons, compare the responses.

References

IDECC, Advertising, LAP 2

Samson, Advertising Planning and Techniques, Section 4

Warmke, Palmer, Nolan, Marketing in Action, Chapter 14

Wray, Advertising Services, Chapter 16

Product and/or Service Technology 10

Instructional Objective: Given a series of ads containing illustrations, the learner will cite a logical purpose for each illustration. AS-11

What Does the Competent Marketing Employee Do?

Know the purposes of ad illustations

Suggested Learning Activities

In a brainstorming session, have students identify the purposes of illustration in ads.

Select a series of ads which contain merchandise illustrations and non-mechandise illustrations. Ask students to identify the probable purpose of each illustration.

Have students find and clip ads containing illustrations designed to appeal to special groups or minorities. Follow-up this activity with a "show and tell" session.

References

IDECC, Advertising, LAP 6

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 53

Samson, Advertising Planning and Techniques, Section 4

Wray, Advertising Services, Chapter 11

[redacted]

Instructional Objective: Given information to be conveyed in an ad, the learner will cite techniques to use in making that information more believable.

AS-12

Product and/or Service Technology 10

What Does the Competent Marketing Employee Do?

Know that advertising, to be successful must be believed by the customer

Suggested Learning Activities

Have students prepare a list of techniques that advertisers use to make their message more believable.
Example: Tests conducted by an independent laboratory show...

Authorities in the field of advertising sometimes state that consumers are more likely to believe printed messages than spoken messages. Ask students if they agree. Why?

Have students interview at least ten individuals. They should ask the individuals if they believe claims made by advertisers. Tabulate the results and discuss the findings.

References

IDECC, Advertising, LAP 4

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 18

Samson, Advertising Planning and Techniques, Section 8

Wingate, Nolan, Fundamentals of Selling, Chapter 13

Wray, Advertising Services, Chapters 11, 12, 13 and 14

Instructional Objective: Given examples of violations of ethics and good taste in advertising, the learner will identify the violation and the standard that has been violated.

AS-13

Product and/or Service Technology

10

What Does the Competent Marketing Employee Do?

Know that high levels of creative quality in the advertising programs is accomplished by enforcing standards of ethics and good taste

Suggested Learning Activities

Assign the American Advertising Federation's nine point code as a reading assignment.

Have students interview an advertising manager in a firm that offers employment opportunities compatible with their career objective. Ask the manager to identify the professional association to which he/she belongs. Find out if that association has a code of ethics. If affirmative, try to obtain a copy of the code.
Example: Advertising Agency—4-A Creative Code

Have students create fictitious examples of how advertisements may violate ethics and good taste. Discuss these examples in class.

References

Samson, Advertising Planning and Techniques, Section 1

Wray, Advertising Services, Chapter 10

Instructional Objective: Given appropriate demographic information, the learner will select the most applicable mediums on any given assignment.

AS-14

Product and/or Service Technology 10

What Does the Competent Marketing Employee Do?

Know that demographic factors should be considered in making media choices

Suggested Learning Activities

Give students a list of products that might be advertised nationally or in specific regions of the country. Have the students identify demographic information that would be useful. Next, identify the sources of such information.

In buzz groups, have students prepare lists of sources of demographic data that should be available to advertisers in the local community. After the lists have been generated, compare them.

Invite a representative from an advertising agency to discuss how demographic information influences media choice.

References

Mason, Rath, Ross, Marketing and Distribution, Part 30

Samson, Advertising Planning and Techniques, Section 2

Warmke, Palmer, Nolan, Marketing in Action, Chapter 14

Wingate, Nolan, Fundamentals of Selling, Chapters 13 and 14

Wray, Advertising Services, Chapter 7

Instructional Objective:

Given a sales quota for advertising time or space, the learner will be able to list the reasons why sales quotas are established.

AS-1

What Does the Competent Marketing Employee Do?

Possesses an attitude that each salesperson should attempt to meet his/her sales quotas in order to meet established job performance

Suggested Learning Activities

Have students prepare a short presentation emphasizing why sales quotas exist, why salespeople should attempt to reach quotas, and the consequences of continually failing to reach sales quotas.

Have students interview a space salesperson from the local newspaper. The student should pose questions designed to find out how sales quotas are established and the degree to which the sales quota motivates space salespeople.

References

IDECC, Selling, LAP 8

Wingate, Nolan, Fundamentals of Selling, Tenth Edition, Chapter 15

Wray, Advertising Services, Chapter 15

Instructional Objective: Given sales, markups, and total costs of advertising, the learner will evaluate the effectiveness of the advertising.

6

Management

What Does the Competent Marketing Employee Do?

Evaluate the effectiveness of advertising in terms of sales and costs

Suggested Learning Activities

If possible, contact local retailers who are planning ad campaigns and make arrangements for a student to monitor that campaign. The student assigned to a particular retailer will be given a record of sales, markups for featured items, and the costs incurred in the campaign. The student will then prepare a written report on the effectiveness of the campaign.

Prepare some hypothetical problems which contain the price of an advertised item, the markup for that item, sales before the campaign, sales during the campaign, and the total cost of the campaign. Have students evaluate the effectiveness of the advertising campaign. Next, they should determine if the advertising campaign might have other positive effects. If yes, what is the nature of the positive effects?

References

Gillespie, Hecht, Retail Business Management, Second Edition, Chapter 24

IDECC, Advertising, LAP 14

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 72

Instructional Objective: When asked to justify participation in an ad club and other community organizations, the learner will cite ways in which the interests of the firm can be promoted by such participation.

6

Management

What Does the Competent Marketing Employee Do?

Know that the interests of the business can be effectively promoted by active participation in ad clubs and other community organizations

Suggested Learning Activities

If an ad club exists in the local or nearby community, invite an officer of the club as a guest speaker. Have the officer discuss the benefits that accrue to members and the firms they represent.

Have students identify community organizations in which they feel individuals in advertising services should participate. For each organization identified, the student should give reasons why active participation is desirable.

References

Gillespie, Hecht, Retail Business Management, Second Edition, Chapter 23

IDECC, Advertising, LAP 9

Mason, Rath, Ross, Marketing and Distribution, Second Edition, Part 33

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 70

Instructional Objective: When asked to identify trade publications for advertising services, the learner will identify these publications by title and cite reasons why they are beneficial to individuals in advertising services.

AS-26

What Does the Competent Marketing Employee Do?

Believe that management has a responsibility to keep informed of technical advances and new methods in marketing and distribution by reading trade journals and publications

Suggested Learning Activities

Have students prepare a bibliography of advertising journals that would be desirable for individuals in the field of advertising services.

Conduct a discussion session centered on the topic of the benefits of reading trade journals and related publications.

Have students find an article in a trade journal which they feel would be important and beneficial reading for someone in an advertising position that they aspire to hold.

References

Richert, Meyer, Haines, Harris, Retailing Principles, and Practices, Part 22

Management

Instructional Objective:

Given the size of newspaper ads, the learner will calculate sizes in different proportions to attain the total column space consistent with mechanical requirements.

AS-

7

Mathematics

What Does the Competent Marketing Employee Do?

Calculate newspaper sizes using the column inch, the agate line, and the pica

Suggested Learning Activities

Bring to class display ads from a variety of newspapers. Have students calculate the number of column inches used in the various ads.

Have students prepare a paper defining the column inch, the agate line, and the pica. The definitions should include information about how each measure--column inch, agate line, and pica--fit into the pricing structure.

Have students interview a local Account Executive employed by a newspaper. The students should ask specifically how newspaper rates are determined and how each measure--column inch, agate line, and pica--is used in calculations.

References

Burke, Advertising in the Marketplace, Chapter 6

Wray, Advertising Services, Chapter 5

Instructional Objective:

Given a series of problems concerning the calculation of rates and costs for advertising media, the learner will calculate costs in the following areas: radio, TV, magazines, newspapers, direct mail, outdoor and transit advertising, as well as agency fees with 90 percent accuracy.

AS-2

What Does the Competent Marketing Employee Do?

Apply agency commissions, frequency discounts, and cash discounts to media

Suggested Learning Activities

Have students use STANDARD RATE AND DATA SERVICE (SRDS) publications.

1. Look up the local newspaper and determine the cost of 315 lines weekly for one year. Apply the frequency discount. Assume the bill will be paid by the 10th day of the following month and apply the cash discount. Assume that an advertising agency prepared and submitted the ad. how much will the agency commission total?
2. Look up a local radio station and determine how much it will cost to run 1-minute spot announcements six times per week for one-month. The announcements are to be run during prime time. Take advantage of any frequency- or cash-discounts applicable.
3. Look up a nearby TV station. Determine the cost of a 30-second spot announcement to be broadcast during prime time. How much would two 30-second spot announcements cost when aired during prime time?
4. Assume that a manufacturer of sporting goods would like to purchase a mailing list of high school coaches. Use the appropriate SRDS publication to determine the cost of purchasing this list.

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References

Wray, Advertising Services, Chapter 5

Instructional Objective: Given a series of problems concerning the calculation of rates and costs for advertising media, the learner will calculate costs in the following areas: radio, TV, magazines, newspapers, direct mail, outdoor and transit advertising, as well as agency fees with 90 percent accuracy.

AS-3

What Does the Competent Marketing Employee Do?

Apply agency commissions, frequency discounts, and cash discounts to media (continued)

Suggested Learning Activities

5. An advertiser will run a full-page ad in the READER'S DIGEST. What is the cost of this ad? If an advertising agency prepared the ad, how much is the agency commission?
6. Look up a transit company located in a nearby city. If an advertiser purchases king-size posters on six units for three months, what is the cost before discounts are applied? How much can be deducted under the time discount?

Invite a media sales rep as a guest speaker. Ask the speaker to explain agency commissions, frequency discounts, and cash discounts and to demonstrate the application of each.

Prepare a series of problems involving media rates and the application of frequency discounts, cash discounts, and agency discounts. After students have applied the discounts, their solutions may be submitted for evaluative purposes.

References

Wray, Advertising Services, Chapter 5

Instructional Objective:

Given a newspaper ad to be placed in a preferred position, the learner will calculate the fee for the specified position with 100 percent accuracy.

AS-4

7

Mathematics

What Does the Competent Marketing Employee Do?

Calculate fees for Full Position and Next to Reading Material Position

Suggested Learning Activities

Have students interview someone in the display advertising department at the local newspaper. The students should ask for definitions of Full Position, Next to Reading Material (NR) Position, and Run of Paper (ROP) Position. In addition, the students should ask what the fee is for Full- and NR-Positions.

Have students prepare a paper on preferred positions in newspapers. The paper should contain definitions and reasons why an advertiser may be willing to pay an additional fee for a preferred position.

Prepare problems calling for the calculation of newspaper rates. Include preferred positions for display ads. The results should be turned in for evaluation.

References

Burke, Advertising in the Marketplace, Chapter 6

Wray, Advertising Services, Chapter 5

Instructional Objective: Given the cost of preparing direct mail pieces, printing, postage, and the cost of mailing lists, the learner will calculate the total cost of a direct mail campaign with 90 percent accuracy.

AS-5

7

Mathematics

What Does the Competent Marketing Employee Do?

Calculate the cost of direct mail including preparation and printing as well as postage

Suggested Learning Activities

Invite a direct mail advertiser as a guest speaker. Ask the advertiser to present the advantages direct mail offers and to explain the cost of preparing the mailing pieces, printing, obtaining the mailing list, and postage.

Create a hypothetical direct mail campaign. Have students obtain price quotations for printing, securing a mailing list, and postage.

Create a series of problems calling for the calculation of the cost of direct mail. The problems may contain a varying number of direct mail pieces, varying prices for mailing lists, varying prices for printing, and the use of different classes of mail service. Collect the responses for evaluation.

References

Antrim, Advertising, Chapter 5

Wray, Advertising Services, Chapter 5

7

Mathematics

Instructional Objective:

Given a predetermined retailer's ad budget and a percentage of ad costs to be paid by a manufacturer or supplier, the learner will calculate the total advertising budget with 100 percent accuracy.

AS-6

What Does the Competent Marketing Employee Do?

Calculate the total advertising budget that results from taking advantage of cooperative advertising monies

Suggested Learning Activities

Create a series of problems which depict an amount of money budgeted for advertising. Add a percentage of advertising cost which a manufacturer or supplier will make available to the local advertiser.

Example

Local Budget $300	Manufacturer or Supplier 61%

Then ask students to compute the total amount that may be spent for advertising.

Have students interview a local retailer that takes advantage of cooperative advertising monies. They should find out:
Why the manufacturer or supplier is willing to provide the monies--
The influence that this arrangement has on the local retailer's ad budget--
What percentage the manufacturer or supplier makes available--

Have students conduct a research project to discover what the percentage of cooperative advertising commonly amounts to in the following selected areas:

Hardware Stores
Drug Stores
Clothing Stores
Supermarkets
Auto dealerships
Tire Stores
Appliance Stores
Shoe Stores

Secondary sources of data may be found in some advertising books available in most libraries.

References

Burke, Advertising in the Marketplace, Chapter 20

Samson, Advertising Planning and Techniques, Section 3, pp. 30-32

Wray, Advertising Services, Chapter 5

7

Mathematics

Instructional Objective:

Given the total of the previous year's sales and the percentage to be spent for advertising, the learner will calculate the advertising budget for the coming year.

AS-7

What Does the Competent Marketing Employee Do?

Calculate an advertising budget using the approach commonly called "according to last year's sales"

Suggested Learning Activities

Construct a table listing the total sales month-by-month for a hypothetical retail firm. Supply a multiplier, which is the percentage figure that might be spent for advertising. Have students calculate the month-by-month advertising budget and then total the amount for all months to arrive at a yearly budget.

Arrange for a panel discussion on the pros and cons of the budget approach commonly called "according to last year's sales."

Have students prepare a list of reasons for and against using the approach commonly called "according to last year's sales" to arrive at the yearly advertising budget.

References

Burke, Advertising in the Marketplace, Chapter 10

Samson, Advertising Planning and Techniques, Section 3, Project 12

Wray, Advertising Services, Chapter 6

Instructional Objective:

Given the total amount of anticipated sales and the percentage to be spent on advertising, the learner will calculate the advertising budget.

AS-8

7

Mathematics

What Does the Competent Marketing Employee Do?

Calculate an advertising budget using the approach commonly called "in terms of anticipated sales"

0309

Suggested Learning Activities

Construct a table listing the total anticipated sales month-by-month for a hypothetical retail firm. Supply a multiplier, which is the percentage figure that might be spent for advertising. Have students calculate the month-by-month advertising budget and then total the amount for all months to arrive at a yearly budget.

Have students prepare a written or oral report entitled "The Inflexibility of An Advertising Budget Determined in Terms of Anticipated Sales."

Have students interview at least three retailers to determine (1) the approach used to arrive at the advertising budget, (2) how the approach is calculated, and (3) the advantages and disadvantages of the approach being used.

References

Burke, Advertising in the Marketplace, Chapter 10

Samson, Advertising Planning and Techniques, Section 3, Project 13

Wray, Advertising Services, Chapter 6

0310

Instructional Objective: Given the total amount of anticipated profits and the percentage to be spent for advertising, the learner will calculate the advertising budget.

AS-9

7

Mathematics

What Does the Competent Marketing Employee Do?

Calculate an advertising budget using the approach commonly called "in terms of anticipated profits"

Suggested Learning Activities

Construct a table listing the anticipated profits on a month-by-month basis for a hypothetical retail firm. Supply a multiplier, which is a percentage figure that might be spent for advertising. Have students calculate the month-by-month advertising budget and then total the amount for all months to arrive at the yearly budget.

Have students prepare a list of reasons why a budget prepared "in terms of anticipated profits" may be undesirable for most retailers.

References

Burke, Advertising in the Marketplace, Chapter 10

Wray, Advertising Services, Chapter 6

Instructional Objective: Given a target sales goal and the cost of advertising needed in order to achieve the target sales goal, the learner will calculate the percentage of sales necessary for advertising.

AS-10

What Does the Competent Marketing Employee Do?

Calculate an advertising budget using the approach commonly called "the objective and task method"

Suggested Learning Activities

Construct problems, such as the following, to provide the student with practice.

Month	Target Sales Goal	Cost of Advertising
July	$20,000	$ 800
August	25,000	1,200
September	50,000	2,200
October	30,000	1,500
November	25,000	1,200
December	27,500	1,300

How much is the budget for the six-month Period? If the sales goal is achieved, what percentage of sales was necessary for advertising?

Invite a local advertiser, using the objective and task method to determine advertising budgets, to appear as a guest speaker. Ask the local advertiser to explain how the estimates of advertising expenditures needed to accomplish sales goals are formulated. In addition, ask the advertiser to explain the advantages and disadvantages of the method.

(continued on the next page)

References

Burke, Advertising in the Marketplace, Chapter 10

Samson, Advertising Planning and Techniques, Section 3, Project 13

Wray, Advertising Services, Chapter 6

Instructional Objective:

Given a target sales goal and the cost of advertising needed in order to achieve the target sales goal, the learner will calculate the percentage of sales necessary for advertising.

AS-11

7

Mathematics

What Does the Competent Marketing Employee Do?

Calculate an advertising budget using the approach commonly called "the objective and task method" (continued)

Suggested Learning Activities

Have students experiment in determining ad budgets using the objective and task method. For example: The objective is to reach homeowners in the local community six times during the month with a quarter page newspaper ad. To accomplish this task, how much money will be required for the advertising budget?

References

Burke, Advertising in the Marketplace, Chapter 10

Wray, Advertising Services, Chapter 6

Instructional Objective:

Given literature relating to a specific product, the learner will cite reasons why sales and advertising personnel should study that literature.

AS-1

What Does the Competent Marketing Employee Do?

Study literature relating to a product

Suggested Learning Activities

Obtain copies of pieces of literature relating to a product. Ask students to review the literature and then explain how the contents are useful in the formulation of ads for that product.

Ask students to find literature that is attached to a product or packed with the product. Have students cite reasons why the literature is valuable to each of the following:
(1) customers
(2) sales personnel
(3) advertising personnel

References

IDECC, Product and Service, LAP 20

Mason, Rath, Ross, Marketing and Distribution, Part 30

Wingate, Nolan, Fundamentals of Selling, Chapter 6

Wray, Advertising Services, Chapter 16

Instructional Objective:

Given consumer market information about needs, desires, prices, and products, the learner will describe how this information can be used by advertising personnel.

AS-2

What Does the Competent Marketing Employee Do?

Analyze the consumer market relative to needs, desires, prices, and products

Suggested Learning Activities

During a discussion session, have students describe techniques that might be used to gather consumer market information relative to needs, desires, and prices for specific products.

Marketing research information is valuable to advertising personnel. Have students assume the role of an advertising sales rep and demonstrate how they might use such information in the following situations:

(1) Your market research shows that people are motivated to purchase specific brands of toothpaste based on the reputation of the brand to prevent cavities.
(2) Your market research shows that people are motivated to purchase window cleaners that are easy to apply.
(3) Your market research shows that people look for the lowest price when purchasing leaf and lawn clean-up bags.

Have students select a product purchased by most families and for which there are several competing brands. Conduct a small survey to determine why individuals buy a specific brand. Then, students should formulate the strongest selling point to be conveyed in an ad.

References

IDECC, Merchandising, LAP 7

Mason, Rath, Ross, Marketing and Distribution, Parts 7, 8

Richert, Meyer, Haines, Harris Retailing Principles and Practices, Part 23

Warmke, Palmer, Nolan, Marketing in Action, Chapter 9

Wingate, Nolan, Fundamentals of Selling, Chapter 4

Instructional Objective:

Given any item of merchandise, the learner will identify benefits which that item of merchandise offers.

What Does the Competent Marketing Employee Do?

Be aware that people usually do not buy merchandise itself; rather, they buy merchandise benefits

Suggested Learning Activities

Ask students to recall a recent purchase. They should then explain the merchandise benefits which they purchased.

Have students clip ads which they feel feature merchandise itself. They should also clip ads which they feel feature merchandise benefits. Bring the ads to class and have other students judge the ads in terms of probable effectiveness.

Ask students to try to identify an item of merchandise that does not offer benefits. If any items are suggested, ask other members of the class if they agree.

References

IDECC, Selling, LAP 40

Richert, Meyer, Haines, Harris, Retailing, Principles and Practices, Part 8

Warmke, Palmer, Nolan, Marketing in Action, Chapter 12

Instructional Objective:

Given a specific product, the learner will create an ad or commercial that points out hidden values of the product.

8 Merchandising

What Does the Competent Marketing Employee Do?

Point out hidden values of merchandise

Suggested Learning Activities

Ask students to prepare short reports of TV commercials which are designed to point out hidden values of merchandise. What techniques are used to accomplish this goal?

Have students clip printed ads which they feel are effective in pointing out hidden values. Conduct a "show and tell" session.

Have students prepare a one-minute spot announcement for radio. The announcement may feature a product of their choice; however, during the commercial hidden values should be emphasized. Tape the commercials for classroom playback and critique.

References

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 62

Wingate, Nolan, Fundamentals of Selling, Chapter 6

Wray, Advertising Services, Chapter 16

Instructional Objective:

Given a merchandise label, the learner will translate information contained on the label into selling points.

AS-5

8

What Does the Competent Marketing Employee Do?

Translate merchandise label information into selling points

Suggested Learning Activities

Duplicate a merchandise label. Pass out copies of the label and then ask students to translate the information contained on the label into selling points.

Ask students to find a product label. They should then prepare an ad which depicts selling points that resulted from the translation of information contained on the label.

References

IDECC, Product and Service, LAP 39

Mason, Rath, Ross, Marketing and Distribution, Part 25

Wingate, Nolan, Fundamentals of Selling, Chapter 6

Merchandising

Instructional Objective:

Given a series of ads emphasizing both low and high prices, the learner will identify the probable psychological affect on consumers.

AS-6

8

Merchandising

What Does the Competent Marketing Employee Do?

Know the ways prices psychologically affect consumers

Suggested Learning Activities

Have students prepare a short paper entitled "The Psychological Effect of Prices on Consumers."

Divide the class into two groups. One group will identify ways that a low price may psychologically affect consumers.
Example: a bargain--I'll buy now
The other group will identify ways a high price may psychologically affect consumers.
Example: a better quality
A representative from each group may then report to the other group.

Have students find and clip ads in which the price is emphasized. They should bring the ads to class and state what psychological effect the sponsor hopes the price will have on potential consumers.

References

IDECC, Merchandising, LAP 39

Warmke, Palmer, Nolan, Marketing in Action, Chapter 9

Wingate, Nolan, Fundamentals of Selling, Chapter 7

Instructional Objective: When asked to provide examples of how advertisers encourage customer retention, the learner will cite examples of how brand or trade names are used as an advertising device.

What Does the Competent Marketing Employee Do?

Know that brand or trade names are an advertising device used to encourage customer retention

Suggested Learning Activities

Have students prepare a list of slogans or jingles frequently used in ads or commercials that are designed to encourage customer retention of brand or trade names.
Example: You can be sure if its Westinghouse

Have students cite examples of outdoor advertising where the illustration depicts the actual product.
Example: Wrigley's giant package of chewing gum

Have students clip ads that depict the brandmark or trade mark of a product or company. Conduct a "show and tell" session.

References

IDECC, Product and Service, LAP 38

Mason, Rath, Ross, Marketing and Distribution, Part 24

Warmke, Palmer, Nolan, Marketing in Action, Chapter 9

Wingate, Nolan, Fundamentals of Selling, Chapter 6

Wray, Advertising Service, Chapters 11 and 12

Instructional Objective:

Given a situation in which an ad will feature specific merchandise the learner will cite reasons for checking the available quantities of that merchandise.

What Does the Competent Marketing Employee Do?

Know that the available quantities of advertised merchandise should be checked before an ad breaks.

Suggested Learning Activities

Discuss reasons for checking quantities of merchandise before an ad breaks. Pinpoint responsibility for this task. What are the consequences of failure to complete this task? Legal consequences?

Zayre's frequently prepares advertising supplements distributed with the local newspaper. Often, a special low price for an item of merchandise is featured. An accompanying statement may read "At least twenty in each store." Why would Zayre's be willing to advertise the product when only a limited number is available? Ask students to discuss.

Have students ask the manager of a retail store if quantities of merchandise are checked prior to ads? Who does this? Does the store ever sell out of the advertised item? If yes, do latecomers receive any special attention. Report back to the class.

References

IDECC, Advertising, LAP 2

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 49

Wingate, Nolan, Fundamentals of Selling, Chapter 6

Wray, Advertising Service, Chapter 16

Instructional Objective:

When asked to define sales promotion, the learner will provide the definition and give examples of sales promotion activities.

AS-9

What Does the Competent Marketing Employee Do?

Understand the purpose of sales promotion

Suggested Learning Activities

In a discussion session, ask students to distinquish between sales promotion and advertising. List ways in which they differ.

Advertising has a "synergistic" function to all promotional activities. Ask students to find a definition of "synergistic." They should then cite examples of how advertising may assist each of the following promotional activities:

(1) trade shows
(2) sales contests
(3) premuims
(4) samples
(5) window displays
(6) coupons
(7) money games
(8) trading stamps

Have students find ads with sales promotion tie-ins. Bring the ads to class for a "show and tell" session.

References

Mason, Rath, Ross, Marketing and Distribution, Part 29

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 16

Warmke, Palmer, Nolan, Marketing in Action, Chapter 11

Wingate, Nolan, Fundamentals of Selling, Chapter 8

Wray, Advertising Services, Chapter 9

AS-10

Instructional Objective:

When asked how "in-store merchandising " and advertising both contribute to profit, the learner will explain the "contribution to profit"concept—to the satisfaction of the teacher.

What Does the Competent Marketing Employee Do?

Know that "in-store merchandising" which includes product selection, variety arrangement, plus the promotion and presentation of products, is an important factor in profitable operation

Suggested Learning Activities

Have students interview an advertising manager in a retail store. They should ask how advertising is affected by product selection, arrangement of products, and promotional activities. Ask about the working relationship between the sales promotion manager and the advertising manager.

Invite the manager of a local retail store to speak to the class on the topic "Factors in Profitable Operation."

References

IDECC, Merchandising, LAP 35

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 68

Warmke, Palmer, Nolan, Marketing in Action, Chapter 12

Wray, Advertising Services, Chapter 16

Instructional Objective:

Given the character of a retail business, the learner will describe the extent to which promotional ads are likely to be featured and the extent to which staple merchandise ads are likely to be featured.

AS-11

8

Merchandising

What Does the Competent Marketing Employee Do?

Know that the character of the retail business helps determine what proportion of promotional merchandise activity versus staple merchandise appeal should be carried out

0337

Suggested Learning Activities

Have students find and clip institutional ads designed to build the character of a retail store. Conduct a "show and tell" session.

Ask students to find ads that illustrate high fashion and expensive merchandise. They should then find ads that illustrate non-fashion, low priced items. After comparing the layouts the students will describe distinquishing differences in the layouts.

Invite an advertising manager from a department store, hardware store, or variety store as a guest speaker. Ask the speaker to elaborate on the proportion of promotional merchandise activity versus staple merchandise activity.

References

IDECC, Merchandising, LAP 17

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 68

Warmke, Palmer, Nolan, Marketing in Action, Chapter 11

0338

Instructional Objective:

When asked to define the role of visual merchandising, the learner will include both display and advertising as visual merchandising tools.

What Does the Competent Marketing Employee Do?

Realize the importance and role of visual merchandising

Suggested Learning Activities

Arrange to take students on a field trip to a retail establishment that makes extensive use of the "visual merchandising" concept. After the field trip, have students monitor that retailer's ads for several days to identify how the concept may be applied in ads.

"Realism" is a "today concept" that applies to both displays and ads. Have students cite examples of how "realism" is used in local displays and ads.

The importance of visual merchandising in self-service and limited-service retail establishments cannot be understated. Have students prepare and deliver short presentations on the importance of visual merchandising.

References

IDECC, Display, LAP 1

Mason, Rath, Ross, Marketing in Action, Chapter 15

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 17

Warmke, Palmer, Nolan, Marketing in Action, Chapter 15

Wingate, Nolan, Fundamentals of Selling, Chapter 14

Wray, Advertising Services, Chapter 9

Instructional Objective: Given information about national or chain advertising, the learner will suggest on-floor selling activities that will coordinate with the advertising.

8

Merchandising

What Does the Competent Marketing Employee Do?

Coordinate national or chain advertising with the on-floor selling activities

Suggested Learning Activities

In small buzz groups, have students list ways of coordinating on-floor selling activities with national and chain advertising.

Have students select a product that is presently being extensively advertised at the national level. Next, they should identify a retail establishment selling that product. They should then prepare a list of on-floor selling activities that would be appropriate in that retail establishment.

Have students assume that United Airlines is presently engaged in a national advertising campaign. They have been employed as consultants to suggest activities at local levels to tie-in with the campaign. Ask them to prepare a list of suggested activities.

References

IDECC, Advertising, LAP 9

Mason, Rath, Ross, Marketing and Distribution Part 15

Warmke, Palmer, Nolan, Marketing in Action, Chapter 13

Wray, Advertising Services, Chapter 9

8

Merchandising

Instructional Objective:

Given a retail situation in which sales promotion activities are planned, the learner will cite reasons for informing all personnel.

AS-14

What Does the Competent Marketing Employee Do?

Keep personnel informed of sales promotion activities

Suggested Learning Activities

SITUATION: The local Ford dealer in your community is presently engaged in several sales promotion activities. Key chains are being given as gifts to visitors, a drawing will be held for a new auto, and the top salesperson will win a trip. Why should personnel in the office, service department, and parts department be well informed?

SITUATION: Conways Department Store is having a clearance sale. The sale has been advertised in the local newspaper and red tags are attached to clearance items. Should personnel be informed of the ads as well as the red tags? If yes, explain why.

SITUATION: You are manager at Wards. A special sales promotion is planned for paint. Free brushes are given with paint purchases. The event has been advertised in the local newspaper. Why should you bother to inform personnel in other departments?

References

IDECC, Advertising, LAP 7

Mason, Rath, Ross, Marketing and Distribution, Part 34

Warmke, Palmer, Nolan, Marketing in Action, Chapter 11

Wray, Advertising Services, Chapter 16

Instructional Objective: Given an item that is being advertised, the learner will cite sources of information that would be valuable to salespeople.

What Does the Competent Marketing Employee Do?

Know that it is necessary to know facts about merchandise being advertised, such as prices, brand names, available sizes, colors, styles, and models in order to better promote or sell it

Suggested Learning Activities

Have students assume that they are salespeople in an apparel and accessories store. The store is advertising rain coats. Where would they find information such as prices, brand names, available sizes, colors, and styles? How will this information help them in their role as a salesperson to better promote or sell it?

Ask students to select a product such as a watch. Next, they should make a list of all possible items of information. Example: number of jewels, waterproof, shockproof, etc. After the list has been generated, they should identify sources where the information might be found.

Should an advertiser attempt to supply all known information about a product in an ad? Have students discuss and cite reasons why this action may be undesirable.

References

IDECC, Advertising, LAP 7

Mason, Rath, Ross, Marketing and Distribution, Part 34

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 8

Wingate, Nolan, Fundamentals of Selling, Chapter 6

Wray, Advertising Services, Chapter 16

Instructional Objective:

When asked to recall the ultimate goal of advertising, the learner will identify selling and recognize the need for a selesperson, in many situations, to complete the sale.

AS-16

What Does the Competent Marketing Employee Do?

Know that although the ultimate goal of advertising is to sell goods and services, the selesperson usually completes the sale

Suggested Learning Activities

It has been stated that "advertising is a salesperson in print". Ask students if they agree or disagree. For what reasons?

With the advent of self-service retail establishments, advertising must assume a greater burden. Ask students to cite reasons why this statement may be true. Ask them to identify products that will always require a salesperson.

Have students recall incidents in which they made a purchase solely as a result of advertising. Then, recall incidents in which a salesperson completed the sale. Compare the products to determine why this was the case.

References

IDECC, Advertising, LAP 1

Mason, Rath, Ross, Marketing and Distribution, Part 35

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 9

Warmke, Palmer, Nolan, Marketing in Action, Chapter 12

Wingate, Nolan, Fundamentals of Selling, Chapter 10

Wray, Advertising Services, Chapter 1

Instructional Objective:

Given the ad of a competitor, the learner will note the competitive selling features and prices contained in the ad and give reasons why this information is valuable.

AS-17

What Does the Competent Marketing Employee Do?

Be aware of competitors' advertised merchandise—its prices and competitive selling features, as an aid in selling one's own merchandise

Suggested Learning Activities

Have students assume that they are the advertising manager in a specific retail firm. They should gather ads placed by competing retail firms. Ask the students to analyze the competing firms' ads and determine how the messages may influence their own ads.

Have students select a product that is presently being advertised in the local community. They should then visit the firm sponsoring the ad and prepare a list of the competitive selling features of the advertised product. Students should compare the selling features pointed out in the ad with their list. Has the retailer used the strongest selling features in the ad?

Have students assume that they are employed as salespeople in a building supply store. The manger of the store has suggested that salespeople review the ads of competitors and also engage in comparison shopping. In a discussion session, have students provide a rationale to support the manager's suggestions.

References

IDECC, Advertising, LAP 2

Mason, Rath, Ross, Marketing and Distribution, Part 26

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Parts 44, 65

Warmke, Palmer, Nolan Marketing in Action, Chapter 7

Wray, Advertising Services, Chapter 9

8

Merchandising

Instructional Objective:

Given an ad placed by an employer, the learner will study the ad and explain how the information contained in the ad can be used effectively in selling.

AS-18

What Does the Competent Marketing Employee Do?

Study information in ads and use the advertised facts effectively in selling

Suggested Learning Activities

Provide students with ads that contain factual information about a product. In role playing incidents, have students use the advertised facts in sales presentations.

Have students assume the role of a retail store manager. The manager will meet with salespeople employed in that store and discuss the need for salespeople to study information contained in the store's ads.

SITUATION: Joe works at the Home Outfitters, a large home furnishings store. Each time the store runs an ad, Joe clips the ad and posts it. Another salesperson has asked Joe why he follows this action. Prepare a response to defend Joe's action.

References

IDECC, Advertising, LAP 7

Warmke, Palmer, Nolan, Marketing in Action, Chapter 12

Wray, Advertising Services, Chapter 16

Instructional Objective:

Given problem situations in which there is a need to stimulate sales, the learner will cite ways of doing this including timely advertising, markdowns, special sales, and sales force incentives.

AS-19

What Does the Competent Marketing Employee Do?

Know the ways to stimulate sales with timely advertising, markdowns, special sales and sales force incentives

Suggested Learning Activities

CASE: Ginny Wilson owns a camera shop. Ginny has learned that her supplier plans to introduce a new camera which will replace an existing model. Ginny has several of the existing models in stock and would like to sell them before the new model is introduced. Suggest ways that Ginny may find useful in stimulating sales.

Forrest Singaling has been in the variety store business for many years. He recently stated: "Advertising must be coupled with other types of sales promotions in order to be effective". Ask students if they agree. Why or why not? Ask students to cite examples of products for which sales have been stimulated by advertising alone.

Have students select a specific retail store. They should then prepare a plan for stimulating sales in that establishment for the next month.

References

IDECC, Merchandising, LAP 50

Mason, Rath, Ross, Marketing and Distribution, Part 32

Warmke, Palmer, Nolan, Marketing in Action, Chapter 15

Wray, Advertising Services, Chapter 9

Instructional Objective:

Given a variety of opportunities to use the telephone for advertising, the learner will respond to each opportunity by identifying ways to sieze that opportunity.

What Does the Competent Marketing Employee Do?

Use the telephone to advertise

Suggested Learning Activities

Have students prepare a list of situations within which the telephone may be used to advertise.

Examples: When responding to a customer on the phone, mention the fact that a special sale is underway for a specific product.

Call a regular customer and inform that individual that a shipment of new summer-wear has just arrived.

Have students prepare a short paper entitled "Subtle Ways to Use the Telephone to Advertise".

Have students prepare a short role-playing situations in which they demonstrate one technique of using the telephone to advertise.

References

Wingate, Nolan, Fundamentals of Selling, Chapter 12

Instructional Objective:

Given an example of a promise made to a customer, the learner will cite reasons why that promise should be fulfilled.

AS-21

8 Merchandising

What Does the Competent Marketing Employee Do?

Believe that one should live up to promises made to customers

Suggested Learning Activities

Have students find and clip ads that contain promises made to customers. They should then list reasons why the advertiser should live up to the stated promise.

In a brainstorming session, have students list promises that are frequently included in ads or commercials.
Example: Money back if not completely satisfied.
Follow-up with a discussion on the need to live up to these promises.

Have students cite examples of promises that advertisers may make and then find that they cannot fulfill.
Example: Promise 24-hour dry-cleaning service and then experience mechanical breakdowns.

References

IDECC, Selling, LAP 6

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 63

Instructional Objective: Given a product, a firm, and the advertising goal, the learner will execute thumbnail sketches and rough layouts.

AS-1

What Does the Competent Marketing Employee Do?

Execute thumbnail sketches and rough layouts

Suggested Learning Activities

Invite a representative from the creative department of printed media or an advertising agency to show examples of initial plans depicted by thumbnail sketches and the subsequent rough layouts. Ask the guest to trace the initial idea and show how it was refined from the thumbnail sketches through the rough layouts.

Prepare transparencies which depict different layout formats. Examples: Divide paper into two equal parts—both horizontally and vertically; Divide paper into four equal parts; Divide paper into two equal parts and then divide bottom half into three columns, etc. Have students find and clip ads that depict the illustrated layout formats.

Choose a specific product(s) and a specific business firm. Give students the objective which the advertiser hopes to achieve. Ask students to plan their ad using thumbnail sketches. After a sketch proves desirable, the student will create a rough layout of the ad.

References

Burke, Advertising in the Marketplace, Chapter 15

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 54

Wray, Advertising Services, Chapter 11

Instructional Objective:

Given a specific retail establishment, the learner will identify the best items to feature in ads prior to special days, events, or seasons.

AS-2

Operations

9 What Does the Competent Marketing Employee Do?

Select the best items to advertise and feature

Suggested Learning Activities

Obtain copies of the Trade and Promotion Calendar published by the U.S. Chamber of Commerce. For each special day or week, have students identify products which would "tie-in" with the special days or weeks.

Have students assume that they are employed in one of the following business establishments.

(1) drug store
(2) bank
(3) supermarket
(4) restaurant
(5) clothing store
(6) automotive dealership
(7) furniture store
(8) hotel or motel

After they have assumed their employment role, ask them to prepare a twelve month calendar depicting the product or services to be advertised each month.

Invite an advertising manager from a local retail establishment to appear as a guest speaker. Ask the speaker to discuss factors considered in selecting the best items to feature in advertisements.

References

Mason, Rath, Ross, Marketing and Distribution, Part 32

Samson, Advertising Planning and Techniques, Section 4

Warmke, Palmer, Nolan, Marketing in Action, Chapter 16

Wray, Advertising Services, Chapter 11

Instructional Objective: Given a specific product, the learner will write to feature in ads, a product theme that has appeal and retention values.

AS-3

What Does the Competent Marketing Employee Do?

Identify product themes to feature in ads

Suggested Learning Activities

Give each student three products that are to be featured in ads. The students should find as much information as possible about each product. Students should then write product themes to feature in ads for each product.

Have students clip three ads which contain product themes. Have students evaluate each theme in terms of (1) appeal, (2) retention, and (3) probable effectiveness.

Give students a specific product that is sold under several brandnames. Ask students to prepare a list of the product themes used by the various brands.
Example: "the chewing gum that brushes your breath"

References

Burke, Advertising in the Marketplace, Chapter 14

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 52

Samson, Advertising Planning and Techniques, Section 4

Wray, Advertising Services, Chapter 11

[redacted]

Instructional Objective: Given a specific product or service to be advertised in the local community, the learner will select the advertising media best suited to that product or service.

AS-4

9

Operations

What Does the Competent Marketing Employee Do?

Select advertising media best suited to the product, merchandise or service being advertised

Suggested Learning Activities

Prepare a list of a variety of products. Have students select the advertising media best suited to each product. In a follow-up discussion session, students should defend their choices.

Have students write a paper entitled "Factors to be Considered in Selecting Advertising Media".

Have students prepare a checklist containing media selection factors that would be useful in making media selection decisions.
Example: Is the medium capable of reaching the desired audience?

References

IDECC, Advertising, LAP 4

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 18

Warmke, Palmer, Nolan, Marketing in Action, Chapter 14

Wingate, Nolan, Fundamentals of Selling, Chapters 13 and 14

Wray, Advertising Services, Chapter 7

Instructional Objective:

Given a specific product and a business firm, the learner will design a brandname and slogan for the product and a logo for the firm.

AS-5

9

What Does the Competent Marketing Employee Do?

Design a brandname and slogan for a given product and a logo for a given business firm

Suggested Learning Activities

CASE: YLC is a new corporation manufacturing Tardex. Tardex is a new sealer which is applied to bituminous surfaces—highways, driveways, parking lots, etc. This amazing new product prevents cracks, chuckholes, and the deterioration of bituminous surfaces. YLC needs a logo to be used on ads, stationary, and other business papers. Since competitors will soon enter the market, YLC would like a brandname for copyright purposes. In addition, YLC needs a slogan for the new product. Prepare the brandname, slogan, and logo.

Create an imaginary firm and product. Have students compete in designing a brandname, slogan, and logo. Arrange for qualified individuals to judge the students' work.

Have students select an ad that contains a brandname and a slogan for a specific product and the logo of the sponsor. They should then redesign each of the three elements, striving to improve the design.

References

Burke, Advertising in the Marketplace, Chapter 15

Mason, Rath, Ross, Marketing and Distribution, Part 24

Samson, Advertising Planning & Techniques, Section 4

Wingate, Nolan, Fundamentals of Selling, Chapter 6

Wray, Advertising Services, Chapter 11

Operations

Operations

9

Instructional Objective:

Given a specific retail store, a budget, and a specific month, the learner will prepare a calendar of advertising events.

AS-6

What Does the Competent Marketing Employee Do?

Prepare calendar of advertising events

Suggested Learning Activities

Duplicate full page calendars and distribute these to students. Have students select a specific retail firm and then schedule a full month of advertising events. For each ad event scheduled, the student should provide a rationale.

Invite an advertising manager from a local retail firm to appear as a guest speaker. Ask the speaker to discuss those factors considered when preparing a calendar of advertising events.

References

Samson, Advertising Planning & Techniques, Section 2

Wray, Advertising Services, Chapter 6

Instructional Objective:

Given a product line, the learner will study sources of information on the marketing situation for the product line and present an accurate description of the marketing situation.

AS-7

What Does the Competent Marketing Employee Do?

Review literature on marketing situation for product line

Suggested Learning Activities

Have students select a specific product line. They should then identify sources of information that contain market forecast data for that product line. After they have reviewed the information contained in those sources, they should give a brief oral report on the marketing situation for that product line.

Have students select products and then identify local business or economic factors that influence the sale of that product in the local community.
Example: The sale of central air-conditioning units is influenced by the number of homes under construction.

Have students prepare a bibliography of literature that contains information about the marketing situation for product lines.

References

Mason, Rath, Ross, Marketing and Distribution, Part 23

Warmke, Palmer, Nolan, Marketing in Action, Chapter 17

Wingate, Nolan, Fundamentals of Selling, Chapter 6

Instructional Objective:

Given specific market data, the learner will identify how the data may prove helpful and how the data may be organized so that it is accessible to other employees.

9

Operations

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
Organize and evaluate market data for current project	Gather market data from various sources relating to a product that students are using in the development of an advertising campaign. Ask students to evaluate the data and then organize it in a manner that will make the data accessible and usable. Invite an individual from the research department in an advertising agency to discuss data collected, how the data is organized, and how the data is used. Make arrangements for students to visit the research department of a firm engaged in advertising services. They should view market data collected and receive an explanation of how the data is used.	Burke, Advertising in the Marketplace, Chapter 9 Warmke, Palmer, Nolan, Marketing in Action, Chapter 10

Instructional Objective: Given a specific product, service, or firm, the learner will gather a comprehensive list of information about that product, service, or firm.

AS-9

What Does the Competent Marketing Employee Do?

Gather information about product, service, firm to be advertised, etc.

Suggested Learning Activities

In buzz groups, have students list reasons why it is important to gather information about products, services, and firms to be featured in ads. In a group session, compare the lists.

Have students select a product, service, or firm to be advertised. They should then gather as much information as possible about that product, service, or firm. Ask them to cite reasons why the gathered information will be of value.

Ask students to select a specific product, service, or firm. They should then prepare a list of sources of information about that product, service, or firm.

Example: Labels
Attached tags
Etc.

References

Mason, Rath, Ross, Marketing and Distribution, Unit 7

Samson, Advertising Planning & Techniques, Section 4

Wingate, Nolan, Fundamentals of Selling, Chapter 6

Wray, Advertising Services, Chapter 11

Instructional Objective: When asked to cite examples of how current marketing trends should be reflected in timely ads, the learner will cite several examples.

9

What Does the Competent Marketing Employee Do?

Analyze current marketing trends to plan timely ads

Suggested Learning Activities

Have students assume that they are employed in a local business firm of their choice. They should prepare a list of products or services offered by that firm that might be profitably advertised at the present time. Next, they should prepare a list of products and services offered by that firm that should not be advertised at the present time. Ask them to defend the prepared lists.

Select a product for which sales are influenced by current marketing trends (example: autos). Arrange for a debate in which one group defends an advertising campaign for that product. The other group will oppose a current advertising campaign.

Have students select ads which depict timely ads designed to incorporate marketing trends. Schedule a "show and tell" session.
Example: Supermarkets featuring their delicatessen to go along with the marketing trend of less food preparation in the home.

References

Samson, Advertising Planning & Techniques, Section 2

Warmke, Palmer, Nolan, Marketinc in Action, Chapter 8

Wingate, Nolan, Fundamentals of Selling, Chapter 1

Wray, Advertising Services, Chapter 9

Operations

Instructional Objective:

Given a specific product or service and the goal of an advertising campaign, the learner will extablish a "realistic" time schedule for that campaign.

AS-11

What Does the Competent Marketing Employee Do?

Establish a "realistic" time schedule for an advertising campaign

Suggested Learning Activities

Prepare a number of goals to be accomplished by advertising.
Examples: To introduce a new product
To implant a slogan in the mind of the consumers, etc.
Give students a specific product or service and ask them to establish a "realistic" time schedule that will enable the advertiser to achieve each goal.

Invite an advertising manager from a local retail store to discuss time schedules for advertising campaigns. Suggest to the speaker that examples of successful campaigns from the past be illustrated.

Have students use trade journals to find articles that describe successful advertising campaigns undertaken by national advertisers. They should prepare oral reports that contain information about the time schedule, media used, and the cost of the campaign.

References

Samson, Advertising Planning and Techniques, Section 2

Wray, Advertising Services, Chapter 6

Instructional Objective: Given a specific product, advertising budget, and advertising goal, the learner will supply information that the media group will need to develop a plan.

What Does the Competent Marketing Employee Do?

Provide media group with information needed to develop plan

Suggested Learning Activities

CASE: Sam Tucker has recently purchased the Downtown Camera and Photo Supply Shop. One of the first things that Sam hopes to accomplish is build a new image of the business. You are a member of the media group that will be developing a plan. What information do you need?

CASE: You have developed a new soft drink. The soft drink has a taste that resembles a chocolate soda. In a test market, the drink was well received. In fact, sales exceeded your expectations. You are now ready to introduce the soft drink on a national scale. Prepare a comprehensive listing of information that you feel the media group will need to develop a plan to introduce your new product.

In a brainstorming session, have students identify information that a media group will need in order to develop a plan.

Example: Amount budgeted
Major selling points
Etc.

References

Warmke, Palmer, Nolan, Marketing in Action, Chapter 14

Wingate, Nolan, Fundamentals of Selling, Chapters 13 and 14

Instructional Objective:

Given a specific product and a specific advertising goal, the learner will provide information needed by a creative department to plan strategy.

AS-13

What Does the Competent Marketing Employee Do?

Provide creative department with information needed for strategy

Suggested Learning Activities

CASE: You own a chain of seafood houses called The Pirate's Den. Recently, your chain has expanded and you look forward to surpassing your competitors in total sales. You have contracted with an advertising agency to develop printed ads and both radio and TV commercials. You will be meeting with the agency's creative staff. What information will you supply that will enable the staff to formualte a strategy?

Have students assume the role of members of the creative department in an ad agency. They should list the information needed in the following situations.

(1) A banker wants an institutional ad created.
(2) A clothing manufacturer wants a promotional ad prepared for raincoats.

References

Burke, Advertising in the Marketplace, Chapter 11

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Unit 18

Warmke, Palmer, Nolan, Marketing in Action, Chapter 13

Instructional Objective: Placed in the simulated role as a local advertising space or time salesperson, the student will prepare a comprehensive list of prospective clients.

AS-2

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
Develops lists of prospective advertising clients	Have students assume the role of a local salesperson for time or space. The students should use secondary sources of information (yellow pages, city directory, etc.) to formulate a list of prospective clients. Conduct a brainstorming session to elicit as many ideas as possible on sources of secondary information that might be used in the formulation of a list of prospective clients. Have students prepare a list of local prospects that probably purchase time or space on a seasonal basis.	Wray, Advertising Services, Chapter 15

Instructional Objective: Prior to a simulated sales call, the learner will review the client's previous advertising sales records.

AS-5

What Does the Competent Marketing Employee Do?

Keep clients' previous advertising records and review such records prior to a sales call

Suggested Learning Activities

If possible, obtain a retailer's ads for the past three months. Also, obtain information concerning the ad schedule and the amount of money the retailer spent for the ads. Have students analyze these records and prepare a listing of information that will be useful in the next sales call. Students should give reasons why the information will be useful.

Have students prepare a list of past advertising records they feel are important in preparing for a sales call and give reasons for their choices.

References

Wingate, Nolan, Fundamentals of Selling, Tenth Edition, Chapter 8

Wray, Advertising Services, Chapter 15

Instructional Objective: Given the task of preparing for a sales call, the learner will create visual aids, sales presentations, and sales promotion plans that will prove effective with a given client.

What Does the Competent Marketing Employee Do?

Create new advertising business brochures, sales presentations, and sales promotion plans to use during sales calls

Suggested Learning Activities

Have students create a portfolio containing various size ads selected from newspapers and magazines. A variety of ads should be selected for various advertising purposes (institutional, introduction of a new product, etc.). The student will use the portfolios later in actual sales presentations.

Given a specific advertising client, have students create brochures, sales presentations, and sales promotion plans that should appeal to that client.

Have students collect samples of advertising business brochures. The students should identify the purpose of the brochures and describe how each may be effectively used during a sales presentation.

References

Bodle, Corey, Retail Selling, Second Edition, Chapter 28

Mason, Rath, Ross, Marketing and Distribution, Second Edition, Parts 29 and 32

Wingate, Nolan, Fundamentals of Selling, Tenth Edition Chapters 8 and 9

Wray, Advertising Services, Chapter 15

Instructional Objective: Given a prospective advertising client, the learner will gather information about the client's prospective customers, the client's products or services, and the client's firm to be used in developing advertising programs.

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
Gather information about the consumers, products or services, and the firm to be used in developing advertising programs	Have students develop a list of sources for gathering information about (1) consumers, (2) products or services, and (3) the firm that supplies the products or services. Have students identify a product or service and then discover the major selling points that should be featured in ads or commercials. Provide students with a particular product or service. The students should then identify the group of consumers most likely to purchase that product or service (homeowners, teenagers, farmers, etc.). After identifying the potential group of consumers most likely to be prospects, the students should conduct a small survey to discover why the consumers prefer one brand of product or service over others.	Wray, Advertising Services, Chapter 15

Instructional Objective: Placed in a simulated sales setting which calls for the addition of new clients, the learner will develop plans for acquiring new clients.

What Does the Competent Marketing Employee Do?

Identify, pursue, and acquire new advertising business

Suggested Learning Activities

Have students select a particular type of business which would probably purchase ads on a regular basis. The student will then use local resources (city directory, telephone directory, etc.) to compile a list of potential clients that operate that type of business.

Provide students with fact sheets about local media (newspapers, radio stations, TV stations, etc.). The fact sheets should contain prices for ads or commercials and provide information about the number of readers or listeners reached. Have students select the medium in which they would like to be employed. The students will then develop a list of selling points which show why their selected medium is a better buy than other media.

Have students prepare a plan of action for acquiring new advertising business.

References

Bodle, Corey, Retail Selling, Second Edition, Chapter 29

Mason, Rath, Ross, Marketing and Distribution, Second Edition, Part 30

Wray, Advertising Services, Chapter 15

Instructional Objective: In preparation for a sales call, the learner will preplan a sales presentation and prepare responses for client's questions and objections.

AS-7

What Does the Competent Marketing Employee Do?

Plan how to effectively deal with clients

Suggested Learning Activities

Have students anticipate questions that a client may pose. (This may be accomplished during a brainstorming session.) Have each student prepare a list of answers which will satisfy the client's question.

Have students preplan sales presentations for advertising time or space. The presentation should include (1) The approach, (2) Establishing the client's need, (3) Presentation of the medium, and (4) The close. Students may then role play the planned presentations while other students critique each presentation.

Have students anticipate objections which a client may pose. After identifying possible objections, the students will formulate responses for each objection.

References

Boule, Corey, Retail Selling, Second Edition, Chapter 21

Wingate, Nolan, Fundamentals of Selling, Tenth Edition Chapter 4

Wray, Advertising Services, Chapter 15

Instructional Objective:

Given a client's marketing objectives, the learner will cite ways in which advertising can contribute to the achievement of the objectives.

AS-8

11

What Does the Competent Marketing Employee Do?

Develop marketing objectives to realize profit for the client

Suggested Learning Activities

Have students formulate as many marketing objectives as possible in which advertising has a role to play. (Examples: To introduce a new product, To stimulate sales of a particular product or service, To promote a desirable firm image, etc.)

Ask students to write a paper entitled "Advertisings'Role in Achieving Marketing Objectives." Follow-up this activity with a discussion of advertisings' contribution to the achievement of marketing objectives.

References

Bodle, Corey, Retail Selling, Second Edition, Chapter 33

Mason, Rath, Ross, Marketing and Distribution, Second Edition, Part 20

Wray, Advertising Services, Chapter 15

Selling

Instructional Objective:

Placed in simulated settings, the learner will demonstrate accepted techniques in making sales appointments for advertising sales calls.

What Does the Competent Marketing Employee Do?

Make appointments for personal sales calls in an effort to increase business

Suggested Learning Activities

Have students discuss reasons why sales appointments are necessary for the advertising time or space salesperson and why it is essential that the salesperson be on time.

Ask students to interview a time or space salesperson to discover how many appointments are scheduled each day, the usual length of the appointment, and the advantages or disadvantages of scheduling sales appointments.

Have students role play telephone solicitations for sales appointments.

References

IDECC, Advertising, LAP 12

Mason, Rath, Ross, Marketing and Distribution, Second Edition, Part 34

Wingate, Nolan, Fundamentals of Selling, Tenth Edition Chapter 8

Wray, Advertising Services, Chapter 15

Instructional Objective: Placed in a situation where the value of advertising is being questioned, the learner will defend the sale of advertising time and space and point out how such sales benefit the economy.

AS-10

What Does the Competent Marketing Employee Do?	Suggested Learning Activities	References
Have a conviction that selling is important to the medium and to the economy	Have students write a position paper on the importance of selling to an advertising medium and to the economy. Have students react to the following statement. "If advertising was stopped, prices could be lowered and consumers would benefit." Have students cite reasons why selling is important to the medium. Students should also identify how the benefits of advertising time and space reflect on the citizenship.	Bodle, Corey, Retail Selling, Second Edition, Chapter 20 IDECC, Selling, LAP 2 Wray, Advertising Services, Chapter 15

Instructional Objective: When confronted with arguments that clients really do not need advertising services, the learner will respond to such arguments by presenting convincing counter arguments.

What Does the Competent Marketing Employee Do?

Feel that the clients need the service being offered

Suggested Learning Activities

Conduct a discussion on the topic--"The Value Added as a Result of Advertising."

Have students interview managers of local business firms to discover why they need advertising services.

Have students prepare a list of consequences that would surely come about it advertising was stopped immediately.

References

Wingate, Nolan, Fundamental of Selling, Tenth Editio Chapter 4

Wray, Advertising Services, Chapter 1

Instructional Objective: Given a specific prospective client, the learner will accumulate personal information about the client that may be useful during the sales call.

AS-12

11

What Does the Competent Marketing Employee Do?

Remember clients' names and personal information about clients

Suggested Learning Activities

Have students prepare sales approaches in which they make use of personal information. Alert students to the fact that personal information must be handled in a sincere manner. The sales approaches may be presented in class and critiqued by other students.

Have students prepare a list of advantages of accumulating information about prospective clients.

Example: Knowledge of the client's personal interests indicates the salesperson is interested in the client.

References

Bodle, Corey, Retail Selling Second Edition, Chapter 20

IDECC, Selling, LAP 32

Mason, Rath, Ross, Marketing and Distribution, Second Edition, Part 35

Wingate, Nolan, Fundamentals of Selling, Tenth Edition Chapter 8

Wray, Advertising Services, Chapter 15

Selling

0501

0502

Instructional Objective: Given an assignment that calls for the preparation of several sales approaches, the learner will prepare approaches that create a positive impression in starting the sales pitch.

AS-13

What Does the Competent Marketing Employee Do?

Know the client sales approaches such as greeting, flattery, and testimonial which may be used when opening a sale

Suggested Learning Activities

Have students prepare a list of suitable sales approaches which will interest the client immediately in time or space or other services which the salesperson offers.

In role playing situations, have students demonstrate various client greetings. Other students may critique the demonstrations and offer suggestions for improvement.

Have students formulate a list of rules to follow in preparing and presenting the sales approach.
Example: Stress the "you." Show genuine interest in clients and their business firms.

References

Bodle, Corey, Retail Selling, Second Edition, Chapter 20

IDECC, Selling, LAP 30

Mason, Rath, Ross, Marketing and Distribution, Second Edition, Part 35

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 7

Wingate, Nolan, Fundamentals of Selling, Tenth Edition, Chapter 9

Wray, Advertising Services, Chapter 15

[redacted]

Instructional Objective: Placed in a sales situation, the learner will exercise control and patience in dealing with a client that displays reluctance in making a buying decision.

AS-14

What Does the Competent Marketing Employee Do?

Know that the amount of time needed to help one client make a decision in purchasing an identical commercial or ad may be double or triple that of another

Suggested Learning Activities

Have students interview a sales rep from a newspaper, radio, or TV medium. Instruct the student to ask questions concerning the amount of time spent in various sales situations and reasons for spending more time with some clients.

Have students formulate reasons why one client may require more selling time than another client.

Have students role play sales situations. The student playing the role of the client should be instructed to stall in making the buying decision. The student playing the role of the salesperson should exercise patience.

References

IDECC, Selling, LAP 36

Mason, Rath, Ross, Marketing and Distribution, Second Edition, Parts 8 and 35

Wray, Advertising Services, Chapter 4

Instructional Objective:

Placed in a selling role, the learner will use techniques which involve seeing, hearing, and participation on the part of the client.

AS-15

What Does the Competent Marketing Employee Do?

Know that a combination of seeing, hearing and participation on the part of the client helps strengthen a sales presentation

Suggested Learning Activities

Have students conduct a brainstorming session listing ways to invoke seeing, hearing, and other forms of client participation. After the list has been compiled, ask students to individually analyze the suggestions in terms of probable effectiveness.

Ask students to assume the role of a time or space sales rep. The student will develop a sales presentation which will involve seeing, hearing, and other participation on the part of the client.

Have students devise a list of techniques which will ensure the client's participation during the sales presentation.

References

Bodle, Corey, Retail Selling, Second Edition, Chapters 9 and 21

IDECC, Selling, LAP 41

Mason, Rath, Ross, Marketing and Distribution, Second Edition, Part 35

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 8

Wray, Advertising Services, Chapter 15

Instructional Objective: Placed in a selling situation, the learner will employ techniques designed to uncover the client's needs, wants, and desires.

AS-16

11

What Does the Competent Marketing Employee Do?

Determine client's needs, wants, and desires during a sales presentation

Suggested Learning Activities

Have students develop a list of probing questions which might be used to uncover the client's wants or needs.

Set up role playing situations of a sales presentation. Instruct students to watch for cues which may lead to the identification of a client's wants, needs, or desires.

Have students select a particular type of business (such as auto dealerships) in the local community. Have students collect and analyze the ads of several dealers to discover the probable need of each firm.

Example: Dealer X--building a better firm image
Dealer Y--conducting a special sale to reduce inventory

References

Bodle, Corey, Retail Selling, Second Edition, Chapter 32

IDECC, Selling, LAP 40

Mason, Rath, Ross, Marketing and Distribution, Second Edition, Part 35

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 25

Wingate, Nolan, Fundamentals of Selling, Tenth Edition, Chapter 4

Wray, Advertising Services, Chapter 15

Selling

Instructional Objective:

Placed in a sales role playing situation, the learner will provide clients "facts and benefits" with descretion and analyze and judge their reactions.

AS-17

What Does the Competent Marketing Employee Do?

Provide clients "facts and benefits" with descretion, analyzing and judging their reactions

Suggested Learning Activities

Invite a local media sales rep to appear as a guest speaker. Ask the rep to demonstrate how he/she provides "facts and benefits" for clients.

Have students select a local medium (radio, TV, newspaper) for which they would like to sell time or space. The students should then develop a fact sheet about the medium which will be helpful in convincing clients that the medium is the best buy. (Example: cost per thousand readers or listeners reached, the ability to reach a specific target audience, etc.)

Have students develop visual materials that will be helpful in presenting "facts and benefits" to clients about the medium of their choice.

References

IDECC, Selling, LAP 42

Wray, Advertising Services, Chapter 15

Instructional Objective: When presented with a client voicing a problem, the learner will show a genuine interest in the problem by offering suggestions that may prove valuable in resolving the problem.

AS-18

What Does the Competent Marketing Employee Do?

Show a genuine interest in the client's problem

Suggested Learning Activities

Prepare short cases in which a client faces a problem. Have students employ a problem solving model listing alternative courses of action and the probable consequence of each alternative course of action. Students should then select what they consider to be the most plausible alternative.

Have students formulate a list of potential client problems. Students should then list ways in which they can display a genuine interest in the client's problems.

In role playing situations, confront the sales rep with a number of client problems such as "business has fallen off as the result of a new competitor." The sales rep may be evaluated on showing an interest in the client's problem and suggesting ways of alleviating the problem.

References

IDECC, Selling, LAP 39

Mason, Rath, Ross, Marketing and Distribution, Second Edition, Part 35

Wingate, Nolan, Fundamentals of Selling, Tenth Edition Chapter 12

Wray, Advertising Services, Chapter 15

Instructional Objective: Placed in a selling situation, the learner will discover the amount of money a client is willing to spend for advertising in a tactful manner.

AS-19

What Does the Competent Marketing Employee Do?

Listen for indications regarding the prices a client wants to pay for an ad or commercial or a series of ads or commercials

Suggested Learning Activities

Have students listen to a taped sales presentation and then identify cues which are indications of the prices the client is willing to pay.

Have students formulate some probing questions which might be used to discover the amount of money a client is willing to pay for ads or commercials. The students should analyze the questions in terms of tactfulness.

Provide students with a given client's advertising budget (for example $400 monthly) Have students select the medium they wish to represent and then develop alternative scheduling patterns for the client within the given budget.

References

Bodle, Corey, Retail Selling Second Edition, Chapter 32

IDECC, Selling, LAP 41

Mason, Rath, Ross, Marketing and Distribution, Second Edition, Part 30

Wray, Advertising Services, Chapter 15

Instructional Objective: Placed in a selling situation, the learner will pose questions, observe and listen to the client in an effort to complete a successful sales call.

AS-20

What Does the Competent Marketing Employee Do?

Question, observe and listen in order to complete a successful sale

Suggested Learning Activities

Make arrangements for a student to accompany a time or space salesperson on a sales call. The student will note the salesperson's questions, observations, and attentiveness to the client. The student will then report back to the class.

Have students prepare a short paper on the topic: "The Importance of Listening During A Sales Call."

Have students prepare a list of questions which might be appropriately raised by a sales rep in various steps of a sale: (1) The sales approach, (2) Establishing the client's needs, (3) The presentation of the medium, and (4) The closing.

References

Bodle, Corey, Retail Selling Second Edition, Chapter 18

IDECC, Selling, LAP 51

Mason, Rath, Ross, Marketing and Distribution, Second Edition, Part 35

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 25

Wingate, Nolan, Fundamentals of Selling, Tenth Edition Chapter 10

Wray, Advertising Services, Chapter 15

[redacted]

Instructional Objective:

Given a specific client for advertising time or space, the learner will gather input from the client on the client's marketing objectives.

AS-21

11

Selling

What Does the Competent Marketing Employee Do?

Gather input from the client on marketing objectives

Suggested Learning Activities

Have students prepare a list of ways to solicit from a client the firm's marketing objectives.

Invite a local businessperson to appear as a guest speaker. Ask the speaker to discuss the manner in which the firm's marketing objectives are formulated.

References

Wingate, Nolan, Fundamentals of Selling, Tenth Edition, Chapter 1

Wray, Advertising Services, Chapter 15

Instructional Objective:

Given a client with a specific advertising budget, the learner will present alternative media plans and discuss such plans with the client.

AS-22

What Does the Competent Marketing Employee Do?

Present media plans and discuss client responses

Suggested Learning Activities

Have students select a specific client within the local community. Then provide each student with a hypothetical advertising budget for that client. The students will then prepare at least three alternative plans using one specific medium.

Have students assume the role of an advertising manager in a local business firm. Provide the students with a specific advertising budget for one month. The students will then devise media plans which will call for ads or commercials in at least two mediums.

Have students discuss hypothetical cases such as the following. A local department store plans a white sale in January. An advertising budget of $500 has been authorized. Should the entire budget be spent for newspaper ads? Radio commercials? TV commercials? A combination of mediums? Why?

References

IDECC, Advertising, LAP 3

Mason, Rath, Ross, Marketing and Distribution, Second Edition, Parts 30 and 31

Wingate, Nolan, Fundamentals of Selling, Tenth Edition, Chapter 13

Wray, Advertising Services, Chapter 15

[redacted]

Instructional Objective: Given a client with a specific product or service to be offered in a given community, the learner will review the marketing situation for the product or service.

AS-23

11

What Does the Competent Marketing Employee Do?

Review the marketing situation for clients' products or services

Suggested Learning Activities

Have students determine the market potential for each of the following clients located in your community:

(1) A retailer selling smoke alarm units.
(2) A lawn treatment (fertilizer and weed killer) applied by a local dealer.
(3) A retailer handling bycyles for for primary-aged youths.

Have students list reasons why the following firms, facing little or no competition, should advertise.

(1) the supplier of electricity
(2) the telephone company
(3) the cable TV company

References

Mason, Rath, Ross, Marketing and Distribution, Second Edition, Part 20

Wray, Advertising Services, Chapter 15

Selling

Instructional Objective: Placed in a sales situation, the learner will apply basic principles and techniques of selling.

AS-24

What Does the Competent Marketing Employee Do?

Apply basic principles and techniques of selling

Suggested Learning Activities

Have students identify and list the steps in a sales presentation. Under each step, identify techniques or principles that might be applied.

Have students view a film which depicts a sales presentation. While viewing the film, the student will identify the steps in the sale and note the various techniques used.

Make arrangements for the student-learner to accompany a local time or space salesperson to call on a client. The student will observe the presentation and prepare a report depicting the basic principles and techniques of selling that the salesperson used.

References

Bodle, Corey, Retail Selling, Second Edition, Chapter 20

Mason, Rath, Ross, Marketing and Distribution, Second Edition, Part 35

Wingate, Nolan, Fundamentals of Selling, Tenth Edition Chapter 10

Wray, Advertising Services, Chapter 15

Instructional Objective:

Given a specific medium to represent and a client, the learner will identify sources of information that will provide research information requested by the client.

What Does the Competent Marketing Employee Do?

Provide research information to clients

Suggested Learning Activities

In brainstorming sessions, have students identify research information that might be requested by clients. After identification of the information, ask students to identify sources where the information may be found.

Have students make a list of all information that is available in a STANDARD RATE AND DATA (SRDS) publication.

Assume that a client is interested in determining the following information. Identify sources.
(1) the number of homeowners in the county
(2) the number of autos belonging to residents of the county
(3) the number of homes in the county equipped with central air-conditioning
(4) the average income for a family unit in the county

References

Wingate, Nolan, Fundamentals of Selling, Tenth Edition, Chapter 5

Wray, Advertising Services, Chapter 15

11

Selling

Instructional Objective: Given advertising layouts and copy and a client, the learner will present the layout and copy to the client and carefully note the client's response.

AS-26

What Does the Competent Marketing Employee Do?

Present advertising layout and copy and listen to client response

Suggested Learning Activities

Select a series of printed ads--some of which are poorly prepared and others that are well prepared. In role playing situations, have students present the ads to role playing clients. The student presenting the layouts will listen and note the role playing client's response.

Present a series of layouts to the students. Have students react to the layouts from a client's viewpoint.

Have students create an evaluative checklist that would be helpful in evaluating an advertising layout and the accompaning copy.

References

Bodle, Corey, Retail Selling, Second Edition, Chapter 29

Wingate, Nolan, Fundamentals of Selling, Tenth Edition, Chapter 13

Wray, Advertising Services, Chapter 15

[redacted]

Instructional Objective: Given a specific client, the learner will recite the benefits of specific advertising by using case histories.

AS-27

11

Selling

What Does the Competent Marketing Employee Do?

Show benefits of specific advertising (case histories)

Suggested Learning Activities

Have students select a business firm that consistently advertises in a given medium throughout the year. The student will then interview the advertising manager in the selected firm to gather evidence of the benefits stemming from the advertising program. The student will then prepare a case history that might be useful in pointing out these benefits to another potential client.

Invite a local business representative to discuss the benefits of advertising as perceived by the firm which the speaker represents.

Have students design a hypothetical case whereby two motels are located on one side of town. One motel makes extensive use of outdoor billboards while the other does not. The students will create charts which show the number of customers served by each business firm.

References

Wingate, Nolan, Fundamentals of Selling, Tenth Edition, Chapter 13

Wray, Advertising Services, Chapter 15

[redacted]

Instructional Objective: When asked to provide information about a given medium, the learner will supply the information requested.

AS-28

11

Selling

What Does the Competent Marketing Employee Do?

Provide information requested by a client

0533

Suggested Learning Activities

Have students formulate a list of information that may be requested by clients.

Ask students to identify secondary sources of reference materials that will contain information that will likely be requested by clients. (Examples: SRDS publications, STARCH REPORTS, etc.)

Have students prepare "fact sheets" which provide comprehensive facts about a given medium.

References

Bodle, Corey, Retail Selling, Second Edition, Chapter 30

IDECC, Communications, LAP 20

Wray, Advertising Services, Chapter 15

0534

Instructional Objective:

When asked to list evaluative items that should be considered in evaluating an ad, the learner will recall the evaluative items.

11

What Does the Competent Marketing Employee Do?

Evaluate ads with client

Suggested Learning Activities

Have students devise a checklist which might be used in evaluating a printed ad with a client.

Example:	Yes	No
1. Does the layout have a focal point?	___	___
2. Is the logotype prominent enough?	___	___
Etc.		

In a role playing situation, one student will act as a sales rep and another as a client. An ad in the paste-up stage will be presented to the client and together the sales rep and client will evaluate the ad.

References

Bodle, Corey, Retail Selling Second Edition, Chapter 29

Wingate, Nolan, Fundamentals of Selling, Tenth Edition Chapter 13

Wray, Advertising Services, Chapters 11 and 12

Selling

Instructional Objective: Placed in a role playing situation, the learner will answer a client's objections and, when possible, turn the objection into a selling point.

AS-30

11

Selling

What Does the Competent Marketing Employee Do?

Know that customers' objections must be handled and overcome with respect

Suggested Learning Activities

Ask students to formulate a list of five objections that are likely encountered by time and space sales reps. For each objection identified, suggest an effective solution to be used in dealing with the objection.

Place students in role playing situations and instruct them to use each of the following approaches in overcoming objections:

(1) Use the "yes--but" approach.
(2) Turn the objection around and use it as a selling point.
(3) Restate the objection and then answer it completely and precisely.

Ask students to prepare a list of "do's and don't's" to be followed in answering objections.

References

Bodle, Corey, Retail Selling, Second Edition, Chapter 23

IDECC, Selling, LAP 49

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 26

Wingate, Nolan, Fundamentals of Selling, Tenth Edition Chapter 10

Wray, Advertising Services, Chapter 15

Instructional Objective:

Given information about a medium, the learner will translate the medium information into client benefits.

AS-31

11

Selling

What Does the Competent Marketing Employee Do?

Translate medium knowledge into client benefits

Suggested Learning Activities

Ask students to select a medium they would like to represent as a salesperson. The student should then gather information about the medium and then translate that information into client benefits.

Provide students with fact sheets about a given medium. Have students study the fact sheets and translate the information provided into client benefits.

Have students prepare a list of benefits which may appeal to clients.

Example: The medium provides an opportunity for the client's product to be shown in color.

References

IDECC, Selling, LAP 34

Wray, Advertising Services, Chapter 15

[redacted] **Instructional Objective:** Placed in role playing situations, the learner will recognize when to close the sale and will then use effective closing techniques.

11

Selling

What Does the Competent Marketing Employee Do?

Know the ways to determine how and when to close a sale

Suggested Learning Activities

A trial close means that the sales rep asks the prospect a direct question to determine the readiness to buy. Students should formulate a list of questions suitable for a trial close.

Have students devise common stimulators such as the assumption close, the choice close, the action close, the unbiased opinion close, the price concession close, the impending close, and the "you owe it to yourself" close. The devised stimulators can then be role played between a student acting as a sales rep and another student acting as a client.

References

Bodle, Corey, Retail Selling, Second Edition, Chapter 24

IDECC, Selling, LAP 52

Mason, Rath, Ross, Marketing and Distribution, Second Edition, Part 35

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 9

Wingate, Nolan, Fundamentals of Selling, Tenth Edition, Chapter 10

Wray, Advertising Services, Chapter 15

Instructional Objective: Given several problems which contain factors that effect the price of advertising services, the learner will explain why the factor increases or decreases the price of advertising services.

What Does the Competent Marketing Employee Do?

Discuss the price of advertising services with the client

Suggested Learning Activities

Have students list those factors which may increase or decrease the price of a printed ad.

Example: size
frequency
etc.

Have students list those factors which may increase or decrease the price of a commercial.

Example: length
time of day or night
etc.

Have students prepare a list of additional services which may be reflected in the price of a printed ad or a commercial prepared by an advertising agency.

Example:	Printed Ad	Commercial
	Special Photo	Actors
	etc.	

References

Mason, Rath, Ross, Marketing and Distribution, Second Edition, Part 30

Wray, Advertising Services, Chapter 15

Instructional Objective: Given a specific client with a selected advertising program, the learner will discuss terms of payment with that client.

11

What Does the Competent Marketing Employee Do?

Discuss terms of payments and negotiate contracts for advertising services

Suggested Learning Activities

Devise case problems in which a client wishes to run a substantial number of ads or commercials throughout the year. The client is concerned about discounts. The student should use the cash discount and the frequency discount to show the client how these discounts can stretch the client's advertising dollars.

If possible, invite a representative from an advertising agency as a guest speaker. Ask the speaker to elaborate on how new clients are attained and how contracts for advertising services are negotiated.

Set up role playing situations. Ask the sales rep to explain to a client each of the following:

(a) cash discount
(b) frequency discount
(c) agency commission
(d) transient rate
(e) free lance art preparation
(f) TV production houses

References

Bodle, Corey, Retail Selling, Second Edition, Chapter 33

Wingate, Nolan, Fundamentals of Selling, Tenth Edition, Chapter 11

Selling

Instructional Objective: Placed in a sales situation, the learner will suggest the purchase of additional time or space.

AS-35

11

What Does the Competent Marketing Employee Do?

Suggest additional time or space

Suggested Learning Activities

Have students prepare a list of statements that might be used near the conclusion of a sales presentation to suggest the purchase of additional time or space.

When selling most products, an opportunity exists for selling related or companion products. Prepare a list of additional services which might be sold with ads or commercials.

	Ads	Commercials
Example:	Color	Prime time

References

Wingate, Nolan, Fundamentals of Selling, Tenth Edition, Chapter 2

Wray, Advertising Services, Chapter 15

Selling

Instructional Objective:

Placed in an unsuccessful sales situation, the learner will terminate the sales call showing courtesy and goodwill in an attempt to pave the way for future sales.

AS-36

What Does the Competent Marketing Employee Do?

Treat clients with courtesy even though they don't buy in hopes that they will buy at some future date

Suggested Learning Activities

Have students assume that after a sales presentation the client refused to purchase advertising space or time. Role play the termination of the sales call.

Assign a project wherein students make a list of suitable comments to use at the conclusion of an unsuccessful sales calls. The comments should terminate the sales call on a cordial note and pave the way for possible future sales.

Prepare a case problem in which a sales attempt to sell time or space failed. Have students analyze the terminating phase of the sales call and suggest approaches that the sales rep might use to pave the way for future sales.

References

Bodle, Corey, Retail Selling, Second Edition, Chapter 27

IDECC, Selling, LAP 48

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 9

Wingate, Nolan, Fundamentals of Selling, Tenth Edition, Chapter 3

Wray. Advertising Services, Chapter 15

Instructional Objective: Given a list of Maslow's hierarchy of needs, the learner will prepare a sales appeal for each need.

11

Selling

What Does the Competent Marketing Employee Do?

Know that in selling, one is appealing to such fundamental human needs as security, love, and power

Suggested Learning Activities

Give students a list of Maslow's hierarchy of needs. Have students prepare an appeal for each need that might appropriately be used in a sales call.

While two students role play a sales presentation, have other students analyze the presentation and pinpoint spots within the presentation wherein an appeal to a basic need might be effective and appropriate.

References

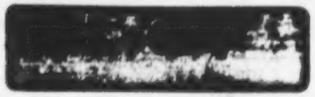
Bodle, Corey, Retail Selling, Second Edition, Chapter 8

IDECC, Selling, LAP 38

Mason, Rath, Ross, Marketing and Distribution, Second Edition, Part 7

Richert, Meyer, Haines, Harris, Retailing Principles and Practices, Part 25

Wray, Advertising Services, Chapter 3



Instructional Objective: Given a specific medium to represent and a given client, the learner will make a professional sales presentation.

11

Selling

What Does the Competent Marketing Employee Do?

Make a professional sales presentation

Suggested Learning Activities

Have students role play a professional sales presentation for selling either time or space. The presentation should reflect:

(1) an effective sales approach
(2) an effort to determine the client's need
(3) a well planned presentation of the medium
(4) successful techniques for overcoming objections
(5) the close

Record the presentation for playback in class. Have students devise or obtain a rating sheet for evaluating the presentations. If time permits, a discussion of each presentation may follow.

References

Mason, Rath, Ross, Marketing and Distribution, Second Edition, Part 35

Wingate, Nolan, Fundamentals of Selling, Tenth Edition, Chapter 9

Wray, Advertising Services, Chapter 15